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ABSTRACT

This handbook contains the statutes and regulations pertaining to teacher education and certification in the state of Kentucky. (JD)

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# KENTUCKY TEACHER PREPARATION AND CERTIFICATION HANDBOOK

## 1976 Edition

U.S. DEPARTMENT OF HEALTH,
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## Preface

The Kentucky statutes provide that "all certificates . . . shall be issued in accordance with the published rules and regulations of the State Board of Education through the Superintendent of Public Instruction" (KRS 161.030). This handbook is published to satisfy this statute and to give wide distribution of the regulations of the State Board of Education that relate to teacher education and certification.

This handbook includes the regulations adopted by the State Board of Education through September, 1975. For the most part the statutes and regulations pertaining to teacher education and certification are presented without further explanation or comment. Numerical references to the Kentucky Revised Statutes and to the State Board of Education regulations have been included as a part of the sub-titles.

In order to give further clarity to the actual regulations at certain points interpretative statements have been inserted, but in these instances the interpretive material has been inserted within boxes so that there will be no confusion with the actual regulation.

It should be noted that while the regulations for teacher education and certification are legally adopted by the Kentucky State Board of Education the decision making process which precedes this adoption is designed to insure a broad base of participation. The Kentucky Council on Teacher Education and Certification has the legal responsibility for prescribing curricula for teacher education and for making recommendations to the State Board of Education for adoption (see KRS 161.025 and KRS 161.030).

Within the Kentucky State Department of Education the Division of Teacher Education and Certification has been assigned the responsibility for administering the regulations, procedures, and policies relating to teacher education and certification.

## Recent Changes In Teacher Certification Regulations

1. **Repromulgation of Regulations.** Under legislation passed by the 1974 session of the Kentucky General Assembly all previous regulations of state agencies expired on June 30, 1975. The General Assembly provided a legal process for re-writing regulations and the opportunity for public hearings before any regulation could be finalized. Furthermore, the legislation provides that each repromulgated regulation must be approved by the Administrative Regulation Review Subcommittee to make certain that the proposed regulation complies with legislative intent and to ensure that the state agency has the legal authority for issuing the regulation.

   In compliance with these procedures all of the regulations for teacher certification and for preparation standards have been rewritten and readopted. As a result, the new language is more directive than previously. Furthermore, statements of "recommended" or "suggested" procedures have been eliminated.

   There has been a major change in the format of the regulations in that the sections previously designated as "guidelines" have been incorporated into one comprehensive regulation entitled State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel. For convenience, this publication pulls together the related materials from both the certification regulations and the State Plan under common headings. For example, the regulations establishing certification for the kindergarten level are printed together with the sections of the State Plan relating to kindergarten teacher certification.

2. **New and Revised Programs.** Particular attention is directed to the revised programs, printed also in the 1974 handbook, for the Provisional Elementary Certificate, the Provisional Certificate for School Media Librarian, and the programs for other school media positions. Programs for preparing kindergarten teachers by way of a major in home economics-child development have been discontinued.

   The preparation programs for teachers of exceptional children have undergone a comprehensive revision. These programs warrant detailed study with respect to the curricula and with respect to the transition between existing programs and the new programs.

   The general education component of teacher preparation has been completely revised. Again, attention is directed to the provisions for transition to the new program.

3. **Studies Now Pending Which May Result in Significant Changes in the Near Future.** The standards for professional education, particularly the standards for professional laboratory experiences, are being revised. The Kentucky Council on Teacher Education and Certification has directed that proposals be distributed to the teacher education institutions and to appropriate organizations for review before final action is taken. These proposals will be circulated during the fall of 1975 and the regulations as finally adopted should be ready for distribution during the summer of 1976.

   Special attention is directed to the repromulgated regulations for the Provisional Middle School-Junior High School Certificate. A committee of the Kentucky Council on Teacher Education and Certification is now studying the preparation for teachers of the middle grades, but a final report is not expected before the end of the 1975-76 school term. It is the usual procedure of the Council to circulate the reports of such major studies for comment and criticism before taking final official action.

   Similar studies are also underway with respect to the preparation-certification of school nurses, Junior ROTC personnel, school psychologists, and for industrial education-industrial arts.

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# I. SELECTED STATUTORY PROVISIONS RELATING TO TEACHER EDUCATION AND CERTIFICATION

## A. CERTIFICATION REQUIRED OF SCHOOL EMPLOYEES

161.030 **Certification Authority.** (1) The certification of all teach- **Vacancy; Qualifications; Removal.** (Excerpt) . . . Before any superintendent assumes his duties he shall present to the board of education that elected him a statement signed by the Superintendent of Public Instruction that he has been duly issued a certificate of administration and supervision issued in accordance with the provisions of law and which qualifies him to hold the position to which he has been elected, and he shall hold such certificate throughout the period of his employment. . . .

161.020 [4502-6; 4502-10; 4502-11; 4503-2] **Certificates Required of School Employees; to be Filed; Validity of Certificates Issued Under Former Law.** (1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, attendance officer, or other public school position for which certificates may be issued, or receive salary for services rendered in such position, unless he holds a certificate of legal qualifications for such position.

(2) No person shall enter upon the duties of a position requiring certification qualifications until his certificate has been filed or credentials registered with the board of education employing him.

(3) The validity of any certificate or license in force on June 14, 1934, is not impaired by the provisions of KRS 161.020 to 161.130, and such certificate or license shall be reissued or renewed in accordance with the terms of the law applying at the date of issue.

## B. AUTHORITY FOR THE ISSUANCE, REVOCATION, AND SUSPENSION OF TEACHER CERTIFICATION

161.030 **Certification Authority.** (1) The certification of all teachers and other school personnel is vested in the State Board of Education. All certificates authorized under KRS 161.010 to 161.126 shall be issued in accordance with the published rules and regulations of the State Board of Education through the Superintendent of Public Instruction. In the case of non-tax supported schools, standards for teacher certification shall provide for the certification without further educational requirements, of any administrator, supervisor, or teacher who has attended, and received a bachelor's degree from, a college or university accredited by a national or regional association in the United States, or who, at the discretion of the State Board of Education, has the equivalent degree from a foreign college or university of comparable standing.

(2) Certificates shall be issued to persons who have completed, at such colleges and universities as have been approved by the State Board of Education for the preparation of teachers and other school personnel, the curricula prescribed by the Kentucky Council on Teacher Education and Certification and approved by the State Board of Education for the certificates.

(3) The State Board of Education shall approve the curricula of any standard college or university, or of any department thereof for the training of teachers, when the curricula comply with the rules and regulations of the State Board of Education and are equivalent to any or all the curricula prescribed for the state institutions for the issuance of certificates to students of state institutions, and when the institution has otherwise met the terms and conditions provided in KRS 161.010 to 161.120. Any student of such institution who has completed any of these curricula or the equivalent thereof, as approved by the State Board of Education, and who in addition thereto has completed the prescribed requirements for the issuance of certificates for teaching to students of the state institutions may, by the State Board of Education, be granted a certificate for teaching of the same validity and tenure as certificates issued to students completing like requirements in the state institutions.

161.040 **General Qualifications for Certificates.**—No person shall receive or hold any certificate who does not present evidence of good moral character and who is under eighteen (18) years of age.

161.100 [4502-5] **Emergency Certificates.**—When a district board of education satisfies the State Board of Education that it is impossible to secure qualified teachers for a position in a school under the control of the district board, the State Board of Education may, on approval of the Superintendent of Public Instruction, issue emergency certificates to persons who meet the qualifications determined by the State Board of Education for emergency certificates. An emergency certificate shall be valid only for the specific job for which issued and for the current school term. The State Board of Education may require the passing of a written examination before an emergency certificate is issued. The examination shall be prepared and administered and the papers graded in the State Department of Education under the direction of the Superintendent of Public Instruction, in accordance with rules and regulations approved by the State Board of Education.

161.120 [4502-9] **Revocation of Certificates.**—Any certificate issued under KRS 161.010 to 161.110, or any certificate or license issued under any previous law to superintendents, principals, teachers, supervisors, attendance officers or other administrative, supervisory or instructional employees may be revoked by the State Board of Education, on the written recommendation of the Superintendent of Public Instruction, for immorality, misconduct in office, incompetency or willful neglect of duty. Before the certificate is revoked the defendant shall be given a copy of the charges against him and an opportunity, upon not less than ten days' notice, to be heard in person or by counsel.

Additional grounds for revocation of certificates, KRS 158.990, 159.990, 161.990.

Removal of school employees, KRS 156.110.

Suspension of certificates in case of breach of contract by teachers, KRS 161.780.

161.780 **Termination of Contract by Teacher or Superintendent.** No teacher or superintendent shall be permited to terminate his contract within thirty days prior to the beginning of his school term without the consent of the board; any such teacher or superintendent shall be permitted to terminate his contract at any other time when schools are not in session by giving five days' written notice to the employing board of education. Upon complaint by the employing board to the State Superintendent of Public Instruction and after investigation by him, the certificate of a teacher or superintendent terminating his contract in any other manner than provided in this section may be suspended for not more than one year (1942, c. 113, § 7; 1944, c. 98).

161.010 [4502-2] **Definitions for KRS 161.020 to 161.120** As used in KRS 161.020 to 161.120:

(1) "Standard college or university" means an institution that is a member of the Association of Colleges and Universities of the Southern States, the American Association of Teachers Colleges, or the Kentucky Association of Colleges and Universities, or that is recognized as an accredited four-year institution by the University of Kentucky.

(2) Standard college or university work of "graduate grade" means approved work in a standard college or university that has a program of work extending beyond four years of college or university work.

(3) "Semester" means eighteen weeks (one-half year) of standard college or university work.

(4) "Semester hour" means one academic or college hour per week for one semester.

(5) "Student teacher" means an adult who has completed the prerequisite teacher preparation as prescribed by the accredited teacher education institution in which he is enrolled, and who is jointly assigned by the institution and a local school district to engage in a period of practice teaching under the direction and supervision of the administrative and teaching staff of the school district and the institution.

(6) "Para-professional" means an adult school employee who works under the direction of the professional administrative and teaching staff in performing, within the limitations of his training and competency, certain instructional and non-instructional functions in the school program as are illustrated by, but not limited to: clerical duties, tutoring individual pupils, leading pupils in recreational activities, conducting pupils from place to place, assisting with classroom instruction as directed by the teacher, aiding the school librarian, preparing and organizing instructional materials and equipment.

(7) "Teacher aide" shall be defined synonymously with para-professional.

## C. LEGAL STATUS OF STUDENT TEACHERS AND OF PARA-PROFESSIONAL PERSONNEL

### 161.042 **Status of Student Teachers**

(1) The State Board of Education shall provide through regulation for the utilization of the common schools for the preparation of teacher education students from the colleges and universities.

(2) Within the provisions established by the State Board of Education, local boards of education are authorized to enter into cooperative agreements, including financial arrangements, with colleges and universities for the purpose of providing professional laboratory experiences and student teaching experiences for students preparing for the education profession

(3) A student teacher who is jointly assigned under agreement by a teacher education institution and a local board of education shall have the same legal status and protection as a certificated teacher employed within the school district but shall be subject to the direction and supervision of the professional administrative and teaching staff of the school district.

(4) Teacher education students, other than student teachers, may be permitted through cooperative agreements between the local school

district and the teacher education institution, to engage in supplementary instructional activities with pupils under the direction and supervision of the professional administrative and teaching staff of the school district.

Specific regulations for the utilization of the common schools for the preparation of teacher education students have not yet been promulgated. Thus far, the language of the statute appears to be a sufficient guide for the local boards of education and the teacher education institutions.

161.044 **Status of Para-Professionals**

(1) The State Board of Education shall establish regulations governing the qualifications and the utilization of adult para-professional personnel and adult volunteer personnel in the common schools.

(2) Within the provisions established by the State Board of Education, local boards of education may employ adult para-professional personnel in supplementary instructional and non-instructional activities with pupils. While engaged in an assignment as authorized under the regulations, and as directed by the professional administrative and teaching staff, such personnel have the same legal status and protection as a certified teacher in the performance of the same or similar duties.

(3) Within the provisions established by the State Board of Education, local boards of education may utilize adult volunteer personnel in supplementary instructional and non-instructional activities with pupils under the direction and supervision of the professional administrative and teaching staff.

See also 704 KAR 15:080, **Qualifications and Utilization of Paraprofessional Personnel, found in Chapter II of this publication.**

## D. KENTUCKY COUNCIL ON TEACHER EDUCATION AND CERTIFICATION

161.025 Kentucky Council on Teacher Education and Certification.

(1) There shall be a Kentucky Council on Teacher Education and Certification whose members shall be appointed by the Superintendent of Public Instruction as follows:

(a) The Dean or Department Head for Education from each of the state universities and state senior colleges;

(b) Three academic deans from the private senior colleges and universities selected so that representation shall be rotated among the private institutions;

(c) Fourteen members, selected from nominees submitted by those professional organizations designated by the Superintendent of Public Instruction as being most representative of the professional members to be appointed, to be nominated and selected in a manner to provide geographic representation, to include:

Two members, who at the time of appointment shall hold the position of local school superintendent,
Three members, who at the time of appointment shall hold administrative or supporting personnel positions in which the major duties are other than classroom teaching,
Nine members, who at the time of appointment shall hold positions as classroom teachers.

(d) One member to be selected from a list of nominees submitted by the governing body of the Kentucky School Boards Association;

(e) One member to be selected from a list of nominees submitted by the governing body of the Kentucky Branch National Congress of Parents and Teachers;

(f) Two members selected at large;

(g) One member from the Kentucky State Department of Education representing Teacher Education and Certification, who shall serve as executive secretary.

(2) Each individual appointment shall be for a period of four years except that one half of the initial appointments shall be for two year terms. Members may serve successive terms if re-nominated and re-appointed in the manner prescribed for membership. Vacancies shall be filled as they occur in a manner consistent with the provisions for initial appointments.

(3) At the first meeting held on or after July 1 of each year a chairman shall be elected by and from the membership. A member shall be eligible to serve no more than three one year terms in succession as chairman. The executive secretary shall keep records of proceedings and shall prepare the approved recommendations for transmission to the State Board of Education and other appropriate agencies. Regular meetings shall be held at least biannually on call by the chairman.

(4) The Kentucky Council on Teacher Education and Certification shall develop and recommend policies and standards relating to teacher preparation and certification including: The requirements for the preparation and certification of teachers and other professional school personnel; the standards and procedures for the approval of college and university programs for the preparation of teachers and other professional school personnel.

(5) To carry on the functions relating to its duties and responsibilities the Kentucky Council on Teacher Education and Certification is empowered to receive donations and grants of funds; to appoint consultants as needed; and to sponsor studies, conduct conferences and publish information.

## E. RANKING OF TEACHER QUALIFICATIONS

It should be emphasized that the following statute relating to the classification of teachers under the "pupil unit" system of allocating state funds to local school districts includes the following provision in item (4):

> "A district shall not receive a rank and experience factor for any teacher improperly assigned in accordance with regulations of the State Board of Education."

157A.080 **Classification of teachers**

(1) The superintendent of public instruction, under regulations of the state board of education, shall classify teachers in rank as follows:

Rank I. Those holding regular certificates and who have a masters degree or its equivalent and who have earned thirty (30) semester hours of approved graduate work or its equivalent, and those teachers who, as of September 1, 1962, were included in Rank I, having earned twenty-four (24) semester hours of additional approved graduate work.

Rank II. Those holding regular certificates and who have a masters degree or its equivalent.

Rank III. Those holding regular certificates and who have an approved four-year college degree or the equivalent.

Rank IV. Those holding certificates and who have ninety-six (96) to one hundred twenty-eight (128) semester hours of approved college training or the equivalent; provided, however, that persons holding emergency certificates shall not be classified higher than this rank for calculation of the amount to be included in public common school foundation program.

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Rank V. Those holding certificates and who have sixty-four (64) to ninety-five (95) semester hours of approved college training or the equivalent.

(2) In determining ranks, the superintendent of public instruction, under regulations of the state board of education, shall classify teachers who hold valid certificates in the respective ranks according to approved college semester hours of credit The superintendent of public instruction, in defining preparation for certain types of vocational teachers as equivalent to college training, shall give consideration to apprenticeship training and industrial experience.

(3) Experience under this section shall be defined by regulations of the state board of education.

(4) A factor for teacher rank and experience shall be determined for each district. A district shall not receive a rank and experience factor for any teacher improperly assigned in accordance with regulations of the state board of education. The rank and experience factor shall be obtained by multiplying the number of eligible teachers in each rank and years of experience by the following factors:

| *RANK* | *I* | *II* | *III* | *IV* | *V* |
|---|---|---|---|---|---|
| *EXPERIENCE* | | | | | |
| 0-3 years | .98 | .91 | .84 | .34 | .30 |
| 4-9 years | 1.12 | 1.05 | .98 | .34 | .30 |
| 10 + years | 1.20 | 1.13 | 1.06 | .34 | .30 |

The sum of these are then divided by the number of teachers employed by the local board to obtain a district factor for rank and experience.

(5) The adjusted pupil units will be obtained by multiplying the factor for rank and experience for that district by the total pupil units in subsection (5) of KRS 157A.060.

(6) The total adjusted pupil units for the public common schools shall equal the total pupil units in subsection (5) of KRS 157A.060.

HISTORY: 1974 S 280, § 8, eff. 6-21-74

# II. TEACHER CERTIFICATION PROCEDURES

## A. APPLICATION FOR TEACHER CERTIFICATION 704 KAR 20:045

Section 1.

(1) Application for teacher certification shall be made on official forms prepared by the Department of Education.

(2) The application shall be supplemented by official transcripts showing all college credits necessary for the requested certification.

(3) The Superintendent of Public Instruction may authorize a teacher education institution to present certificates to applicants at the time the certification requirements are completed provided the applications have been approved in advance by the Department of Education and provided the institution files the official transcripts of credits with the Department of Education within thirty (30) days.

## B. DATING OF CERTIFICATES 704 KAR 20:055

Section 1.

(1) Certificates shall ordinarily be issued to begin on July 1 of the first year of duration and to expire on June 30 of the last year of duration.

(2) If the requirements for a certificate are completed on any date from July 1 to September 1 inclusive the certificate may be issued with a beginning date of July 1.

(3) If the requirements for a certificate are completed after September 1 of the school year for which the certificate is to be initially issued the certificate shall be valid from the date the requirements were completed and shall expire on June 30 of the last year of duration.

(4) In determining the date of expiration the calendar year of the date on which the certificate becomes initially valid shall be used as the base year and the certificate shall expire on June 30 of the calendar year derived by adding the years of duration to the base year.

Section 2.

Academic credits earned on or before September 1 of the year of certificate expiration shall be applicable toward the renewal requirements of a certificate which expires on June 30 of the same year.

Section 3.

For teacher certification purposes an applicant shall be considered as holding the bachelor's degree or other academic degree from the date of the completion of the degree requirements as attested by the registrar of the institution.

## C. RECOGNITION OF TEACHER PREPARATION COMPLETED OUT OF STATE

### 704 KAR 20:035

Section 1.

The Kentucky State Department of Education shall determine whether an applicant whose professional preparation was completed outside the Commonwealth of Kentucky has completed a teacher education program substantially equivalent to that required for a particular Kentucky certificate and shall be empowered to issue the certificate on an equivalency basis or on a conditional basis. When a certificate is issued on a conditional basis its duration shall be limited to not more than two (2) years during which time deficiencies specified by the Department of Education shall be completed by the applicant.

## CERTIFICATION OF PROFESSIONAL EDUCATION PERSONNEL ACROSS STATE LINES

1. **Teaching Personnel.** The Kentucky regulations are designed to ensure the professional qualifications of teaching personnel who have been prepared in other states, but it is recognized that there must be a degree of flexibility in dealing with the differing preparation and certification structures that exist in other states. The Kentucky State Department of Education participates in the major "reciprocity" systems that exist; namely, the Interstate Certification Project and the reciprocity system of the National Association of State Directors of Teacher Education and Certification, and in addition, gives due recognition to graduates from institutions accredited by the National Council for Accreditation of Teacher Education.
2. **Recency of Credit.** Please refer to the regulation entitled, "Time Limits for Applying for Certification" found elsewhere in this chapter.
3. **Administrative Personnel.** A basic concept with respect to out of state preparation is ". . . a teacher education program substantially equivalent. . . ." An applicant for certification as a high school principal, for example, must show the completion of a preparation program which is both equal in length to the Kentucky programs and which is "substantially equivalent." Thus an applicant prepared in another state for principalship who presents only the master's degree and evidence of certification in the other state would not be eligible for Kentucky certification as a high school principal since the Kentucky guidelines call for a 45 semester hour program of additional graduate study including a master's degree. Likewise, an applicant presenting a 45 semester hour program including a master's degree would not be eligible unless the program was specifically designed by his college or university for preparation as a high school principal.

   The certificate applications for the positions in administration and supervision should be routed through the institution where the graduate study was completed; the college or university officials will indicate on the application form the specific curriculum pursued at the institution and will indicate the type of certification which would be issued in the respective state; upon receipt of this information on the application form along with the official transcripts of credits the Division of Teacher Education and Certification will then determine the eligibility for Kentucky certification.

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## D. CERTIFICATION FOR TEACHING IN NON-TAX SUPPORTED SCHOOLS
### 704 KAR 20:170

Section 1.

The Certificate for Teaching in Non-Tax Supported Schools valid for any position of administrator, supervisor, or teacher in the specific non-tax supported school in which the teacher is to be employed shall be issued on the basis of the completion of a bachelor's degree program in an accredited college upon application and recommendation by the chief administrative officer of the school.

## E. TIME LIMITS FOR APPLYING FOR CERTIFICATION
### 704 KAR 20:050

Section 1.

A person who completes a particular program of teacher preparation before the prescribed deadline date shall continue to be eligible for a period of five (5) years for the issuance of the certificate which corresponds to the particular program completed (dating from September 1 following the time of graduation). If application is made later than five (5) years after completion of a particular teacher preparation program the applicant must meet the current requirements in order to qualify for the corresponding certificate.

Section 2.

A person who completed the requirements for a certificate which is currently issued on the basis of a four (4) year program of preparation may be issued the corresponding certificate up to ten (10) years after the completion of the requirements provided that any deficiencies for meeting the current requirements must be made up within a two (2) year period.

Section 3.

A person who has completed a four (4) year program of teacher preparation ten (10) or more years prior to the date of application for certification shall be issued the comparable current Kentucky certificate bearing the condition that twelve (12) semester hours of additional preparation selected from a Planned Fifth Year Program be completed at a minimum rate of six (6) semester hours a year within a two (2) year period subject to the following modifications.

(1) The twelve (12) semester hour condition shall be reduced by the amount of graduate level credit completed during the previous ten (10) year period.

(2) The twelve (12) semester hour condition shall be reduced by the amount of full-time teaching experience at the appropriate level completed during the previous ten (10) year period (at the rate of one (1) full year for four (4) semester hours).

(3) A person who has held a Kentucky teaching certificate which was issued upon the basis of a four (4) year program of teacher preparation, which certificate expires prior to July 1, 1976, without having met renewal requirements, shall be reissued the comparable current Kentucky certificate under the same conditions outlined above.

(4) The certificates expiring after July 1, 1976, shall not be subject to reissuance under this regulation inasmuch as a Planned Fifth Year Program is required for renewal.

(5) Any certificate bearing the condition for completing additional academic preparation which expires without the conditions being satisfied shall not be subject to reissuance under this regulation until all of the original conditions have been satisfied.

## F. CERTIFICATE RENEWAL
## 704 KAR 20:060

Section 1.

The validity of any certificate for professional school personnel which has been issued under the authority of the Kentucky State Board of Education shall not be impaired by the repeal or revision of the certification requirements and such certificate may continue to be renewed in accordance with the provisions in effect at the date of the issuance of such certificate.

Section 2.

When the renewal of any provisional teaching certificate requires the completion of additional academic course work in lieu of teach-

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ing experience, the credits shall be selected from the Planned Fifth Year Program.

Section 3.

The following classes of certificates originally issued for three (3), four (4), and five (5) year periods may be renewed for ten (10) year periods upon completion of the respective renewal requirements: Provisional and standard elementary and secondary teaching certificates when the holder has a bachelor's degree; librarian certificates; and special education certificates.

Section 4.

Regular certificates may be reinstated for one (1) time only for one (1) year upon recommendation by the employing school superintendent upon completion of at least one-third (⅓) of the renewal requirements. The remainder of the renewal requirements shall be completed within the one (1) year period of reinstatement.

Section 5.

(1) Experience in the armed forces of the United States of America may be accepted toward the renewal of teaching certificates in lieu of required teaching experience provided the applicant held a valid cerificate prior to entering military services.

(2) The validity period of a certificate held by a person at the time of entry into the armed forces of the United States of America shall be extended for the same period of time for which it was valid at the time of entry, beginning from the date of discharge.

Section 6.

For certificates requiring teaching experience for renewal experience as a substitute teacher may be accepted if the holder of the certificate was employed officially by the local board of education, was paid through the board of education, and substituted no less than thirty (30) teaching days distributed over two (2) semesters of a regular school term.

Section 7.

The Superintendent of Public Instruction shall approve the types of experiences which may be accepted under the law and regulations of the State Board of Education in renewing certificates.

## G. PERSONNEL QUALIFICATIONS FOR NEW SCHOOL POSITIONS
## 704 KAR 20:165

Section 1.

The Superintendent of Public Instruction shall be authorized to determine the qualifications and certification requirements for positions in which no program of preparation-certification has yet been established by the Kentucky State Board of Education.

## H. SUBSTITUTE TEACHERS
## 704 KAR 20:210

Section 1.

Whenever substitute teachers must be employed to serve during the absence of the teacher of record for the position the following priority shall be observed in their selection and employment.

(1) Teachers who are regularly certified for the position.

(2) Teachers who are regularly certified for some other teaching position.

(3) Persons certified on an emergency basis for substitute teaching and who have sixty-four (64) semester hours credit or more of college preparation.

(4) If no teacher can be found with qualifications in subsections (1), (2), and (3), a person with less than sixty-four (64) semester hours credit may be certified for substitute teaching upon specific approval of the Superintendent of Public Instruction.

## I. SUBSTITUTE TEACHERS SALARY SCHEDULING

Section 1.

Local boards of education shall submit annually to the Division of Finance a per diem pay schedule for substitute teaching. Such pay schedule shall take into consideration the following.

(1) Substitute teachers shall be paid on a single salary schedule based on training and experience.

(2) Substitute teachers shall be ranked in accordance with Foundation Program requirements as outlined in KRS 157.390.

(3) Local boards of education shall adopt a pay schedule for substitute teaching which may be the same, higher, or lower than the rate of pay for a regular full-time teacher.

## J. QUALIFICATIONS AND UTILIZATION OF PARAPROFESSIONAL PERSONNEL

### 704 KAR 15:080

Section 1.

Local boards of education may employ adult paraprofessional personnel in accordance with KRS 161.044 and 161.010 (6) (7) and subject to these regulations.

(1) For each paraprofessional employee the local school district shall prepare and maintain an up-to-date job description which outlines the duties that the individual is authorized to perform and which further describes the formal preparation or professional judgments of competency that corroborate the qualifications of the individual to perform those duties. The professional administrative and teaching staff may establish formal evaluation procedures to arrive at the professional judgments of competency that are to be entered into the written job description.

(2) The professional administrative and teaching staff, as well as the paraprofessional personnel, shall have copies of the job descriptions of the paraprofessional personnel under their direction and shall limit the work assignment of the paraprofessional personnel to the duties outlined in the job descriptions.

(3) Paraprofessional personnel may be assigned within the limitations of their competency to assist with classroom instruction as personally supervised by the professional administrative and teaching staff. Such assistance shall not include the continuing day-to-day responsibility for teaching a particular academic subject or group of pupils in the role ordinarily ascribed to a teacher.

# III. RANKING OF TEACHER QUALIFICATIONS UNDER THE FOUNDATION LAW

## A. GENERAL RANKING PROCEDURES 704 KAR 20:010

Section 1.

(1) It shall be the responsibility of the individual teacher to place on file with the State Department of Education and with the local school superintendent all official transcripts of approved college credits that affect qualifications for ranking purposes under the Foundation Law.

(2) The State Department of Education shall maintain and evaluate transcripts of college credits for ranking purposes. Transscripts submitted for emergency certification for substitute teaching shall be evaluated and recorded and thereafter may be returned to the employing school district.

## B. SALARY SCHEDULING AND RANKING OF TEACHERS FOR FOUNDATION PROGRAM CALCULATION 702 KAR 3:100

Section 1.

Department of Education Professional Staff Data Form shall be completed during the week of September 15 for any teacher paid by and/or under the supervision of the district board of education.

Section 2.

Rank and experience of the teacher on September 15 shall determine the rank of the foundation program teacher for the school year.

Section 3.

A vacancy or new position staffed between September 15 through January 31 shall be assigned a fraction of a classroom unit. Changes of personnel, vacancy, new position staffed, or position abolished shall be reported on the February amendment to the professional staff data form. This amendment shall be completed February 1 and is due in the Division of Finance on or before February 5. No part of a unit shall be granted for positions staffed after January 31.

## C. FIFTH YEAR PROGRAM FOR RENEWAL OF PROVISIONAL TEACHING CERTIFICATES AND FOR RANK II EQUIVALENCY

## 704 KAR 20:020

Section 1.

(1) The Planned Fifth Year Program required for the renewal of provisional teaching certificates shall be accepted as an equivalency for a Rank II classification under the Foundation Law and may be satisfied by Plan I or Plan II as defined in this section.

(2) Plan I shall be the completion of a master's degree from a regionally accredited college or university.

(3) Plan II shall consist of a program completed in accordance with the following guidelines.

(a) The fifth year program shall be planned individually with each applicant by the teacher education institution which shall be an institution approved for offering programs leading to the standard teaching certificates.

(b) The fifth year program shall consist of thirty-two (32) semester hours credit with an academic standing of no less than is required at the planning institution for the teacher education graduates and of the total program at least eighteen (18) semester hours must be earned at the planning institution; at least twelve (12) semester hours shall be graduate level course work; at least twelve (12) semester hours shall be in professional education; and at least twelve (12) semester hours shall be from the area of the teacher's specialization.

(c) Once the fifth year program has been planned with the individual, the planning institution may authorize in advance the completion of a maximum of six (6) semester hours of the program at a senior college.

(d) Course work earned by the applicant prior to planning the fifth year program may be evaluated for acceptance by the planning institution.

(e) Credit earned by correspondence shall not apply toward the fifth year program.

## D. RANK I CLASSIFICATION UNDER THE FOUNDATION LAW
## 704 KAR 20:015

Section 1.

(1) The Rank I classification shall require the completion of either

(a) Thirty (30) semester hours approved graduate level credit in addition to the requirements for a Rank II classification, or

(b) Sixty (60) semester hours approved graduate level credit including a master's degree

(2) The appropriate official designated by the teacher education institution shall certify to the State Department of Education when the curriculum requirements have been completed for the Rank I program at the institution.

(3) Of the thirty (30) semester hour program at least fifteen (15) semester hours shall be taken at the college making the recommendation. The remaining fifteen (15) semester hours credit may be taken at the same institution or, upon approval of the college adviser, at other institutions.

## E. RANKING OF VOCATIONAL TRADE INSTRUCTORS
## 704 KAR 20:025

Section 1.

For a Rank III classification under the Foundation Law a vocational trade instructor shall hold a regular one (1) year trade and industrial education certificate to teach a specific trade based on high school graduation or equivalent plus three (3) years trade experience as a recognized journeyman beyond the learners level in the trade to be taught. In the absence of a high school diploma, equivalency of high school graduation shall be determined by submitting evidence of an acceptable score on a GED Test administered by an approved testing center.

Section 2.

For a Rank II classification a vocational trade instructor shall hold a ten (10) year trade and industrial certificate and shall have completed thirty-two (32) semester hours of approved courses.

# IV. PROCEDURES FOR APPROVAL OF TEACHER PREPARATION PROGRAMS AND ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS

## A. EVALUATION AND APPROVAL OF TEACHER PREPARATION CURRICULA

## 704 KAR 15:020

Section 1.

(1) Each college or university accredited by the State Board of Education for the preparation of professional school personnel shall submit each proposed teacher preparation curriculum on forms prepared by the Superintendent of Public Instruction.

(2) The Superintendent of Public Instruction shall evaluate each proposed curriculum in terms of the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(3) The Superintendent of Public Instruction shall recommend each acceptable curriculum to the State Board of Education for approval. Upon approval by the State Board of Education the teacher preparation curriculum shall become the basis for the institutional recommendation to the State Department of Education for the issuance of the teacher certification corresponding to that curriculum.

## B. ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS

## 704 KAR 15:010

Section 1.

(1) All institutions of higher education offering curricula for the preparation of school personnel shall be regularly evaluated by the Superintendent of Public Instruction or his representatives to determine whether such institutions are meeting the requirements of law, the regulations of the State Board of Education, and standards recommended by the Kentucky Council on Teacher Education and Certification and adopted by the State Board of Education.

(2) An institution of higher education which meets the prescribed standards for teacher preparation as determined through the evaluation process shall be recommended by the Superintendent of Public Instruction for approval by the State Board of Education as a state accredited teacher education institution.

(3) For the evaluation of teacher education institutions the Superintendent of Public Instruction shall use the standards of the National Council for the Accreditation of Teacher Education and of the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(4) The Division of Teacher Education and Certification of the State Department of Education shall be authorized to appoint an advisory committee or committees to assist in developing standards and criteria to be used in evaluating teacher education programs and to appoint committees to participate in the evaluation of teacher education programs.

(5) Teacher education institutions offering approved programs for certification at the graduate level shall be accredited for graduate study by the regional accrediting association as well as by the State Board of Education.

## C. KENTUCKY STATE PLAN FOR THE APPROVAL OF PREPARATION PROGRAMS FOR THE CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

### 704 KAR 20:005

Section 1.

Pursuant to the statutory authority placed upon the Superintendent of Public Instruction, the State Board of Education, and the Kentucky Council on Teacher Education and Certification under KRS Chapter 161, there is hereby devised, created and incorporated by reference a Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel which shall include the standards and procedures for the approval of college and university curricula for the preparation of professional school personnel for purposes of teacher certification as prescribed by the Kentucky Council on Teacher Education and Certification and approved by the State Board of Education. The Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel shall be published by the Superintendent of Public Instruction and copies furnished upon request directed to his office.

Section 2.

The Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel is amended by the selective revision of certain standards, the deletion of certain standards, and by the addition of other new standards and the amended document is hereby incorporated by reference and identified as the Kentucky State Plan for the Approval of Preparation Programs for the Preparation of Professional School Personnel for 1975-76.

> The text of the Kentucky State Plan mentioned above is printed in four parts. The first three parts are found in Chapter V and includes (a) the accreditation standards for undergraduate programs, (b) the accreditation standards for graduate programs, and (c) standards for professional education. The fourth portion is printed in subsequent chapters along with the corresponding certification regulations. The text material from the State Plan may be identified by the prefix "TEC" preceding the numerical reference and usually under a sub-heading "curriculum standards."

## D. PROFICIENCY EVALUATION
## 704 KAR 20:030

Section 1.

(1) A state accredited teacher education institution may evaluate and accept competency for teacher certification purposes for any of the specific curriculum requirements when the teacher candidate can demonstrate proficiency by reason of previous education, unusual experience, or proficiency examination at a level comparable to the usual requirements in that curriculum area.

(2) For persons whose teacher preparation was done outside the state of Kentucky, a Certification Review Committee appointed by the Superintendent of Public Instruction shall be empowered to evaluate and accept competency for teacher certification

purposes for any of the specific curriculum requirements when the teacher candidate can demonstrate proficiency by reason of purposes for any of the specific curriculum requirements when previous education, unusual experience, or proficiency examination at a level comparable to the usual requirements in that curriculum area.

### E. EXPERIMENTAL PROGRAMS OF TEACHER PREPARATION
### 704 KAR 15:030

Section 1.

Teacher education institutions are encouraged to conduct experimental programs and to conduct demonstration programs relating to teacher preparation; however, if the programs are different from the prescribed curricula a written proposal shall be submitted in advance to the Superintendent of Public Instruction for approval. Whenever a proposal contains significant variations from the usual prescribed curricula the institution shall present the proposal to the Kentucky Council on Teacher Education and Certification for approval.

### F. CORRESPONDENCE CREDIT
### 704 KAR 20:040

Section 1.

For purposes of issuance or renewal of teacher certification credit earned by correspondence shall not be accepted for teaching of reading, children's literature, school art, school music, library science, human growth and development, and professional courses requiring observation and participation with pupils.

### G. PROFESSIONAL LABORATORY EXPERIENCE IN LIEU OF STUDENT TEACHING
### 704 KAR 15:040

Section 1.

A teacher education institution is authorized to evaluate any prior experience of a teacher candidate in public or private schools and to make appropriate adjustments in the preparation program.

(1) For teacher candidates who have completed at least one (1) year of successful teaching experience, the institution may offer other desirable laboratory experiences in lieu of the student teaching requirement.

(2) For teacher candidates who have completed a minimum of four (4) years of successful teaching experience, and who present a recommendation from the local school administration, the institution may accept such experience in lieu of four (4) semester hours of the required student teaching.

Section 2.

A teacher education institution is authorized to evaluate an applicant's prior teaching experience at the kindergarten level as a basis for modifying the requirement for practicum in kindergarten education. A teacher whose certification for the elementary school level was issued with an effective date prior to September 1, 1971, and who has completed four (4) or more years of experience in a public school kindergarten or in a licensed kindergarten program may request an evaluation by the teacher education institution. Upon satisfactory evaluation the teacher education institution may accept the experience in lieu of the usual practicum in kindergarten education.

Section 3.

The teacher education institution is authorized to offer other desirable laboratory experiences in lieu of the practicum in kindergarten education for persons who have completed one (1) or more years of teaching experience in a public school kindergarten or in a licensed kindergarten program.

# V. KENTUCKY STATE PLAN FOR THE APPROVAL OF PREPARATION PROGRAMS FOR THE CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

## A. STANDARDS FOR THE ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS— UNDERGRADUATE PROGRAMS

## TEC 10.0

Section 1.

The standards outlined in chapter 10 shall be used for the evaluation of the undergraduate programs of teacher preparation for purposes of state accreditation of colleges and universities as teacher education institutions.

### TEC 10.1

### CURRICULA

Section 1. DESIGN OF CURRICULA

Teacher education curricula are based on objectives reflecting the institution's conception of the teacher's role, and are organized to include general studies, content for the teaching specialty, humanistic and behavioral studies, teaching and learning theory with laboratory and clinical experience, and practicum.

Section 2. THE GENERAL STUDIES COMPONENT

There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consist of studies in the symbolics of information, natural and behavioral sciences, and humanities.

Section 3. THE PROFESSIONAL STUDIES COMPONENT

(1) CONTENT FOR THE TEACHING SPECIALTY

The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils; and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

### (2) HUMANISTIC AND BEHAVIORAL STUDIES

The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral studies.

### (3) TEACHING AND LEARNING THEORY WITH LABORATORY AND CLINICAL EXPERIENCE

The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience.

### (4) PRACTICUM

The professional studies component of each curriculum for prospective teachers includes direct substantial participation in teaching over an extended period of time under the supervision of qualified personnel from the institution and the cooperating school.

### Section 4. USE OF GUIDELINES DEVELOPED BY NATIONAL LEARNED SOCIETIES AND PROFESSIONAL ASSOCIATIONS

In planning and developing curricula for teacher education, the institution gives due consideration to guidelines for teacher preparation developed by national learned societies and professional associations.

### Section 5. DESIGNATION OF RESPONSIBILITY FOR TEACHER EDUCATION WITHIN AN INSTITUTION

The design, approval, and continuous evaluation and development of teacher education programs are the primary responsibility of an officially designated unit; the majority of the membership of this unit is composed of faculty and/or staff members who are significantly involved in teacher education.

## TEC 10.2
## FACULTY

### Section 1. COMPETENCE AND UTILIZATION OF FACULTY

An institution engaged in preparing teachers has full-time faculty members in teacher education, each with post-master's degree preparation and/or demonstrated scholarly competence, and each with appropriate specializations. Such specializations make possible competent instruction in the humanistic and behavioral studies, in teaching and learning theory, and in the methods of teaching in each of the specialties for which the institution prepares teachers. There are appropriate specializations to insure competent supervision of laboratory, clinical, and practicum experiences.

### Section 2. FACULTY INVOLVEMENT WITH SCHOOLS

Members of the teacher education faculty have continuing association and involvement with elementary and secondary schools.

### Section 3. CONDITIONS FOR FACULTY SERVICE

The institution provides conditions essential to the effective performance by the teacher education faculty.

### Section 4. PART-TIME FACULTY

Part-time faculty meet the requirements for appointment to the full-time faculty and are employed only when they can make special contributions to the teacher education programs.

## TEC 10.3

## STUDENTS IN TEACHER PREPARATION PROGRAMS

### Section 1. ADMISSION TO TEACHER EDUCATION PROGRAMS

The institution applies specific criteria for admission to teacher education programs; these criteria require the use of both objective and subjective data.

### Section 2. RETENTION OF STUDENTS IN TEACHER EDUCATION PROGRAMS

The institution applies specific criteria for the retention of candidates in basic programs who possess academic competencies and personal characteristics appropriate to the requirements of teaching.

### Section 3. COUNSELING AND ADVISING FOR STUDENTS IN TEACHER EDUCATION PROGRAMS

The institution has a well-defined plan for counseling and advising students in teacher education.

### Section 4. STUDENT PARTICIPATION IN PROGRAM EVALUATION AND DEVELOPMENT

The institution has representative student participation in the evaluation and development of its teacher education programs.

## TEC 10.4
## RESOURCES AND FACILITIES FOR TEACHER PREPARATION

### Section 1. LIBRARY

The library is adequate to support the instruction, research, and services pertinent to each teacher education program.

### Section 2. MATERIALS AND INSTRUCTIONAL MEDIA CENTER

A materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and is adequate to support the teacher education programs.

### Section 3. PHYSICAL FACILITIES AND OTHER RESOURCES

The institution provides physical facilities and other resources essential to the instructional and research activities of each basic program.

## TEC 10.5
## EVALUATION, PROGRAM REVIEW, AND PLANNING

### Section 1. EVALUATION OF GRADUATES

The institution conducts a well-defined plan for evaluating the teachers it prepares.

### Section 2. USE OF EVALUATION RESULTS TO IMPROVE TEACHER PREPARATION PROGRAMS

The institution uses the evaluation results in the study, development, and improvement of its teacher education programs.

### Section 3. LONG-RANGE PLANNING

The institution has plans for the long-range development of teacher education; these plans are part of a design for total institutional development.

### Section 4. SURVEY OF TEACHER EDUCATION NEEDS

The institution conducts periodic surveys to determine the teacher education needs of its service area.

## TEC 10.6
## COMPETENCY APPROACH IN TEACHER EDUCATION

### Section 1.

For each professional position in which the institution engages in offering a preparation program the institution provides for identifying, developing, and evaluating the competencies that are considered desirable for the particular professional position.

## B. STANDARDS FOR THE ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS— GRADUATE PROGRAMS

## TEC 11.0

Section 1.

The standards outlined in chapter 11 shall be used for the evaluation of the graduate programs of teacher preparation for purposes of state accreditation of colleges and universities as teacher education institutions.

## TEC 11.1

## CURRICULA FOR GRADUATE PROGRAMS

### Section 1. DESIGN OF CURRICULA

Curricula for advanced programs are based on objectives reflecting the institution's conception of the professional roles for which the preparation programs are designed.

### Section 2. CONTENT OF CURRICULA

The curriculum of each advanced program includes

(1) Content for the specialty,

(2) Humanistic and behavioral studies,

(3) Theory relevant to the specialty with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.

### Section 3. RESEARCH IN GRADUATE PROGRAMS

Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes the designing and conducting of research.

### Section 4. INDIVIDUALIZATION OF PROGRAMS OF STUDY

Each advanced curriculum provides for the individualization of students' programs of study.

### Section 5. USE OF GUIDELINES DEVELOPED BY NATIONAL LEARNED SOCITIES AND PROFESSIONAL ASSOCIATIONS

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In planning and developing curricula for its advanced programs, the institution gives due consideration to guidelines developed by national learned societies and professional associations for the preparation of teachers and other professional school personnel.

### Section 6. QUALITY CONTROLS

#### (1) GRADUATE CREDIT

Institutional policies preclude the granting of graduate credit for study which is remedial or which is designed to remove deficiencies in meeting the requirements for admission to advanced programs.

#### (2) GRADUATE LEVEL COURSES

At least one-half of the requirements of curricula leading to a master's degree and to a sixth-year certificate or degree are met by courses, seminars, and other learning experiences offered only to graduate students; at least two-thirds of the requirements of curricula leading to the doctorate are met by courses, seminars, and other learning experiences offered only to graduate students.

#### (3) RESIDENCE STUDY

Some period of full-time continuous residence study, or provision for comparable experiences, is required for candidates pursuing advanced degrees other than the doctorate; at least one academic year of full-time continuous residence study is required for candidates pursuing the doctorate.

### Section 7. CONTROL OF GRADUATE PROGRAMS

The primary responsibility for initiation, development, and implementation of advanced programs lies with the education faculty.

## TEC 11.2
## FACULTY FOR ADVANCED PROGRAMS

### Section 1. PREPARATION OF FACULTY

Faculty members teaching at the master's level in advanced programs, hold the doctorate with advanced study in each field of specialization in which they are teaching or have demonstrated competence in such fields; those teaching at the sixth-year and doctoral levels hold the doctorate with study in each field of specialization in which they are teaching and conducting research. Faculty members who conduct the advanced programs at all degree levels are engaged in scholarly activity that supports their fields of spe-

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cialization and have experience which relates directly to their respective fields.

### Section 2. COMPOSITION OF FACULTY FOR DOCTORAL DEGREE PROGRAMS

The faculty for each advanced program leading to the doctorate includes at least one full-time person who holds the doctorate with specialization in the field in which the degree is offered, and at least three persons who hold the doctorate in fields which directly support each degree program.

### Section 3. CONDITIONS FOR FACULTY SERVICE

The institution provides conditions essential to the effective performance by the faculty in the advanced programs.

### Section 4. PART-TIME FACULTY

Part-time faculty meet the requirements for appointment to the full-time faculty and are employed only when they can make special contributions to advanced programs.

## TEC 11.3

## STUDENTS IN GRADUATE PROGRAMS

### Section 1. ADMISSION TO GRADUATE PROGRAMS

The institution applies specific criteria for admission to each advanced program at each level; these criteria require the use of both objective and subjective data.

### Section 2. RETENTION OF STUDENTS IN GRADUATE PROGRAMS

The institution applies specific criteria for the retention of candidates in advanced programs who possess academic competencies and personal characteristics appropriate to the requirements of the professional roles for which they are being prepared.

### Section 3. PLANNING AND SUPERVISION OF STUDENTS' PROGRAMS OF STUDY

The program of study for each student in the advanced programs is jointly planned by the student and a member of the faculty; the program of study for each doctoral candidate is approved by a faculty committee; the sponsorship of each thesis, dissertation, or field study is the responsibility of a member of the faculty with specialization in the area of the thesis, dissertation, or field study.

### Section 4. STUDENT PARTICIPATION IN PROGRAM EVALUATION AND DEVELOPMENT

The institution has representative student participation in the evaluation and development of its advanced programs.

## TEC 11.4

## RESOURCES AND FACILITIES FOR GRADUATE PROGRAMS

### Section 1. LIBRARY

The library provides resources that are adequate to support instruction, independent study, and research required for each advanced program.

### Section 2. PHYSICAL FACILITIES AND OTHER RESOURCES

The institution provides physical facilities and other resources essential to the instructional and research activities of each advanced program.

## TEC 11.5

## EVALUATION, PROGRAM REVIEW, AND PLANNING

### Section 1. EVALUATION OF GRADUATES

The institution conducts a well-defined plan for evaluating the teachers and other professional school personnel it prepares at the graduate level.

### Section 2. USE OF EVALUATION RESULTS TO IMPROVE GRADUATE PROGRAMS

The instittuion uses the evaluation results in the study, development, and improvement of its advanced programs.

### Section 3. LONG-RANGE PLANNING

The institution has plans for the long-range development of its advanced programs; these plans are part of a design for total institutional development.

## TEC 11.6

## COMPETENCY APPROACH IN TEACHER EDUCATION

### Section 1.

For each professional position in which the institution engages in offering a preparation program the institution provides for identifying, developing, and evaluating the competencies that are considered desirable for the particular professional position.

## C. STANDARDS FOR PROFESSIONAL EDUCATION

Instead of repromulgating or revising the former standards for professional education the Kentucky Council on Teacher Education and Certification is engaged in a new study to develop appropriate and up-to-date standards for professional education. A study committee, after more than a year of work, has reported recommendations to the Council. The Council has adopted most of the recommendations with certain revisions and has directed that these proposals be circulated during the fall of 1975 for further comment and discussion before arriving at a final decision. It is anticipated that the regulations as finally adopted should be ready for distribution during the summer of 1976.

## D. CURRICULUM STANDARDS FOR SPECIFIC PREPARATION PROGRAMS

This portion of the State Plan has been merged with the regulations corresponding to the particular certificate or preparation program involved. In the remainder of this publication the particular sections relating to the State Plan will be numbered with a "TEC" prefix. Please refer to the contents or index to locate specific items.

# VI. GENERAL EDUCATION COMPONENT OF TEACHER PREPARATION— CURRICULUM STANDARDS

## TEC 15.0

Please refer to Appendix I, Explanatory Notes to Statement on General Education, for a further interpretation of this regulation.

Section 1.

The general education component of teacher preparation for persons who enroll during the 1977-78 school term and thereafter shall consist of a minimum of 45 semester hours credit designed by the teacher education institution for the primary objective of helping the individual function intelligently as a human being. To this end the general education component of the preparation shall include the following objectives with a minimum of 9 semester hours credit for item (1), a minimum of 9 semester hours credit for item (2), a minimum of 18 semester hours credit for item (3), and the remaining 9 semester hours may be distributed in any manner among items (1), (2), and (3).

(1) Achieving personal fulfillment through

  (a) Attaining optimum physical and mental health. The curriculum should be so structured that the student is called upon to demonstrate:

    1. An understanding of the major health-related problems in modern society;
    2. An understanding of individual developmental patterns and health needs; and
    3. A reasonable level of skill in one or more activities requiring physical coordination.

  (b) Clarifying moral and aesthetic values. The curriculum should be so structured that the student is called upon to demonstrate:

    1. An awareness of the nature of moral and aesthetic questions in general and of the rationales underlying differing judgments made by others; and
    2. The ability to define and explain his own moral and aesthetic judgments.

(c) Developing creative expression. The curriculum should be so structured that the student is called upon to demonstrate a reasonable level of creative or performance capability in a medium or activity of his own interest.

(2) Developing understanding and skills in symbolics of information. The curriculum should be so structured that the student is called upon to demonstrate:

(a) The ability to speak, read, and write English fluently, accurately, and critically; and

(b) Additional understanding and/or performance capability in at least one area of symbolics of information, such as mathematics, computer science, logic, linguistics, communications (verbal and non-verbal), or a foreign language.

(3) Understanding the natural and social environments. The curriculum should be so structured that the student is called upon to demonstrate:

(a) A basic understanding of how data, hypotheses, and laws are related within the framework of scientific method;

(b) An appreciation of the interrelatedness and complexity of of the natural world, and of human dependence on the living and non-living environment;

(c) A general understanding of the social forces which shape present and future societies; and

(d) An understanding of the social system of the United States and of social systems which differ from our own.

Section 2.

The general education component of teacher preparation for persons who are enrolled prior to the 1977-78 school term and who complete the entire program by September 1, 1980, shall consist of a minimum of 45 semester hours credit distributed in accordance with this outline.

(1) Communications and Humanities—18 semester hours to include: 6 semester hours English composition; 3 semester hours literature; and 9 semester hours selected from literature, fine arts (music, art, and drama), journalism, speech, foreign languages, philosophy, religion.

(2) Mathematics and Natural Science—12 semester hours to include: 3 semester hours selected from the physical sciences of

astronomy, chemistry, earth science, geology, and physics; 3 semester hours selected from the biological sciences of bacteriology, botany, general biology, physical anthropology, physiology, psychology foundations, and zoology; and the remaining credit to be selected from mathematics and/or additional natural science as listed.

(3) Social Science—12 semester hours selected from contemporary problems, cultural anthropology, economics, geography, government, history, political science, sociological foundations, sociology, and Western civilization.

(4) Health and Physical Education—3 semester hours credit.

Section 3.

(1) A Kentucky teacher education institution may accept a 45 semester hour component of general education for a graduate from another regionally accredited institution as fulfilling the general education requirements for teacher certification.

(2) Within the categories of the general education component of teacher preparation an institution may authorize a variation of twenty-five percent as an adjustment for transfer credits and differences between current and previous course offerings.

(3) With the approval of the Kentucky Council on Teacher Education and Certification, an institution engaged in the preparation of teachers may offer an alternate plan of general education.

# VII. KINDERGARTEN SCHOOL TEACHER PREPARATION-CERTIFICATION

## 704 KAR 20:135

Section 1.

An endorsement for teaching kindergarten shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a certificate valid for classroom teaching at the elementary school level and who has completed the approved program of preparation for the kindergarten endorsement at the teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

Section 2.

(1) The Provisional Certificate for Kindergarten Teaching shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional Certificate for Kindergarten Teaching shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience at the kindergarten level on a regular certificate and upon completion of the Planned Fifth Year Program.

(3) The Provisional Certificate for Kindergarten Teaching shall be valid for teaching only at the kindergarten level.

(4) Teacher education institutions shall not admit new students to the program for preparation for the Provisional Certificate for Kindergarten Teaching during the 1976-77 academic year or thereafter. Teacher candidates currently enrolled in this pro-

gram prior to the 1976-77 academic year shall have until September 1, 1980, to complete the requirements. All the provisions of Section 2. of this regulation shall expire on September 1, 1980.

Section 3.

The certificates issued for a duration period beginning prior to September 1, 1971, and valid for classroom teaching at the elementary school level, shall continue to be valid for teaching kindergarten. Certificates issued for a duration period beginning after September 1, 1971, and valid for classroom teaching at the elementary school level, shall be valid for teaching kindergarten only upon completion of the endorsement program for kindergarten teaching.

## Curriculum Standards
## TEC 20.0

Section 1.

The program of preparation for the further endorsement for teaching kindergarten of a certificate valid for classroom teaching at the elementary school shall consist of a minimum of 10 semester hours of course work as follows:

(1) Guidance of the Pre-School Child to include specifically the physical, emotional, mental, and psychological development of the child under six, and the role of the kindergarten teacher in working with such a child. This course shall be in addition to the institutional requirement for elementary teachers in Human Growth and Development.

(2) Fundamentals of Kindergarten Education to include kindergarten curriculum; instructional materials; organization of the kindergarten program; creative experiences for the pre-school child; parent education and home visitation; understanding of families; community resources; planning learning experiences; evaluation of pupil programs and progress; and direct observation and participation with kindergarten children.

(3) Supervised Practicum in Kindergarten Education to include direct, guided, supervised experiences with kindergarten children under the supervision of a qualified kindergarten teacher.

Section 2.

(1) The program of preparation for the Provisional Certificate for Kindergarten Teaching shall consist of a four-year program of preparation including a bachelor's degree and including a general education component, a related subjects component, and professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

(2) The related subjects component of preparation for the Provisional Certificate for Kindergarten Teaching shall consist of academic course work in each of the following:
   (a) Children's literature
   (b) Teaching of reading and communication skills
   (c) Fundamentals of mathematics for elementary teachers
   (d) The exceptional child
   (e) Curriculum development in early childhood and elementary education.

(3) The professional preparation component for the Provisional Certificate for Kindergarten Teaching shall include:
   (a) Child development and family living—18 semester hours credit
   (b) Supervised practicum with pre-primary children, including specific experiences with five year old children—4 semester hours credit.

# VIII. ELEMENTARY SCHOOL TEACHER PREPARATION-CERTIFICATION

## A. PROVISIONAL ELEMENTARY CERTIFICATE 704 KAR 20:090

Section 1.

(1) The Provisional Elementary Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional Elementary Certificate shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth Year Program.

(3) The Provisional Elementary Certificate shall be valid for teaching in grades one (1) through eight (8).

It is recommended that teachers who obtain a provisional teaching certificate continue their preparation toward the requirments for a standard teaching certificate. Teachers who do not choose to work in this direction may elect to take the Planned Fifth Year Program of college work instead. The details of the Planned Fifth Year Program are presented in Chapter III of this handbook.

### Curriculum Standards
### TEC 25.0

Section 1.

The program of preparation for the Provisional Elementary Certificate shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, a related studies component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

(1) For persons beginning the program of preparation for the Provisional Elementary Certificate during the 1975-76 school term and thereafter, the related studies component shall include 18 semester hours credit distributed as follows: School music—3 semester hours; School art—3 semester hours; Social science—3 semester hours; Children's literature—3 semester hours; and Mathematics for elementary school teachers—6 semester hours.

(2) For persons enrolled in the program of preparation for the Provisional Elementary Certificate prior to the 1975-76 school term and who complete the entire program by September 1, 1980, the related studies component shall include 26 semester hours credit distributed as follows: School music—4 semester hours; School art—4 semester hours; Social science—6 semester hours in addition to social science included in general education; English—6 semester hours including Children's Literature and in addition to English included in general education; and Mathematics for elementary school teachers—6 semester hours.

(3) Within the categories of the related studies component of teacher preparation an institution may authorize a variation of twenty-five percent as an adjustment for transfer credits and differences between current and previous course offerings.

Section 3.

(1) For persons beginning the program of preparation for the Provisional Elementary Certificate during the 1975-76 school term and thereafter, the professional preparation component shall consist of at least 32 semester hours credit which shall include as a minimum: Basic Concepts Concerning Education—2 semester hours; Human Growth and Development and Learning Theory—6 semester hours; Fundamental Processes and Learning Materials—12 semester hours; and Supervised Student

Teaching—8 semester hours. These four areas of professional preparation shall be defined as follows:

(a) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding roles in education programs; an analysis of each phase of the school program including guidance services, library services, evaluation and reporting on a system-wide, school-wide, and on an individual basis.

(b) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning; a study of learning theories and the teaching-learning processes; purposeful observation of the behavior of the child, adolescent, and youth.

By action of the Kentucky Council on Teacher Education and Certification the following preparation is to be included within the 6 semester hour block of Human Growth and Development and Learning Theory.

> Preparation in an amount approximating two semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(c) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(d) Supervised Student Teaching shall include: a variety of experiences in the various functions of a teacher in the total school program; experiences with children and young people in the learning process; experiences with various records necessary to the overall management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; seminar experiences during and following student teaching in order to provide for need-experiences for each teacher.

(2) For persons enrolled in the program of preparation for the Provisional Elementary Certificate prior to the 1975-76 school term and who complete the entire program by September 1, 1980, the professional preparation component shall consist of at least 24 semester hours credit which shall include as a minimum: Human Growth and Development and the Curriculum—3 semester hours; Basic Concepts Concerning Education —2 semester hours; Fundamental Processes and Learning Materials—6 semester hours; and Supervised Student Teaching—8 semester hours. These four areas of professional preparation shall be defined as follows:

(a) Human Growth and Development and the Curriculum shall include: a study of how children grow, learn and develop socially, physically, emotionally and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; a study of learning theories and the teaching-learning processes; purposeful observation of the behavior of the child, adolescent, and youth.

(b) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; an analysis of each phase of the school program including guidance services, library services, evaluation and reporting on a system-wide, school-wide, and on an individual basis.

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(c) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes; instructional materials in the different subject fields; use of library materials, audio-visual aids, and other resources in providing learning experiences fitted to achievement and maturity level of children and youth; and preparation in how to supervise study and how to develop study habits. Effective from September 1, 1976, the curriculum shall include two sequential courses with a strong reading component, totaling a minimum of 6 semester hours credit.

(d) Supervised Student Teaching shall include: a variety of experiences in the various functions of a teacher in the total school program; experiences with children and young people in the learning process; experiences with various records necessary to the overall management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; seminar experiences during and following student teaching in order to provide for need-experiences for each teacher.

## B. STANDARD ELEMENTARY CERTIFICATE
### 704 KAR 20:085

Section 1.

(1) The Standard Elementary Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Standard Elementary Certificate shall be issued initially for a duration period of ten (10) years and shall be extended for life upon three (3) years of successful teaching experience on a regular teaching certificate completed prior to the expiration of the certificate. If the requirements for life extension have not been completed by the end of the ten (10) year period, the certificate may be renewed at the end of each ten (10) year period upon completion of two (2) years of successful teach-

ing experience or upon six (6) semester hours graduate credit for each of the years required experience.

(3) The Standard Elementary Certificate shall be valid for teaching in grades one (1) through eight (8).

## Curriculum Standards
## TEC 26.0

Section 1.

The program of preparation for the Standard Elementary Certificate shall consist of a prerequisite of the qualifications for the Provisional Elementary Certificate and in addition thereto the completion of the master's degree in a standard graduate school and the following curriculum standards.

(1) The curriculum shall include a minimum of 30 semester hours of graduate credit or a minimum of 24 semester hours graduate credit plus a thesis. At least 15 semester hours of the graduate credit shall be in courses open only to graduate students.

(2) A minimum of 9 semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:
   (a) A general study of curriculum development
   (b) Research methodology
   (c) Advanced study in human growth and development
   (d) Advanced study in the teaching of reading (required)
   (e) The psychology of learning
   (f) A seminar in instruction devoted to methods of teaching
   (g) Foundations in education—sociological, psychological, philosophical, historical.

(3) A minimum of 12 semester hours in graduate credit shall be selected to strengthen the specialization of the secondary teacher and/or to further develop the general education background.

(4) The remaining 3 to 9 semester hours of graduate credit may be selected from other courses designed to strengthen the preparation of the teacher and based on the individual needs of the teacher.

# IX. MIDDLE SCHOOL-JUNIOR HIGH SCHOOL TEACHER PREPARATION-CERTIFICATION

**Both the curriculum and the grade range for the preparation of middle school-junior high school teachers is under study by the Kentucky Council on Teacher Education and Certification. It is recommended that any teacher education institution considering program development or program revision for middle school-junior high school consult with the Division of Teacher Education and Certification of the Kentucky State Department of Education.**

## A. PROVISIONAL MIDDLE SCHOOL-JUNIOR HIGH SCHOOL CERTIFICATE
## 704 KAR 20:080

Section 1.

(1) The Provisional Middle School-Junior High School Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional Middle School-Junior High School Certificate shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of the Planned Fifth Year Program.

(3) The Provisional Middle School-Junior High School Certificate shall be valid for teaching in grades five (5) through eight (8) and shall be endorsed for grades nine (9) through twelve (12) for any subject assignment in which the teacher holds a regular high school teaching major or minor.

It is recommended that teachers who obtain a provisional teaching certificate continue their preparation toward the requirements for a standard teaching certificate. Teachers who do not choose to work in this direction may elect to take the Planned Fifth Year Program of college work instead. The details of the Planned Fifth Year Program are presented in Chapter III of this handbook.

## Curriculum Standards
## TEC 35.0

Section 1.

The program of preparation for the Provisional Middle School-Junior High School Certificates shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, a professional preparation component, and a specialization component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

The professional preparation component for the Provisional Middle School-Junior High School Certificate shall consist of at least 25 semester hours credit which shall include as a minimum: Human Growth and Development and Learning Theory—6 semester hours; Basic Concepts Concerning Education—2 semester hours; Fundamental Processes and Learning Materials—6 semester hours; The Middle School-Junior High School—3 semester hours; and Supervised Student Teaching—8 semester hours. These five areas of professional preparation shall be defined as follows.

(1) Human Growth and Development and Learning Theory shall include with special emphasis on pre-adolescence: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning; a study of learning theories and the teaching-learning processes; and purposeful observation of the behavior of the child, adolescent, and youth.

By action of the Kentucky Council on Teacher Education and Certification the following preparation is to be included within the 6 semester hour block for Human Growth and Development and Learning Theory.

Preparation in an amount approximating two semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum classroom environment; and utilization of supportive services and personnel, including resource teachers.

(2) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; and analysis of each phase of the school program including guidance services, library services, evaluation, and reporting on a system-wide, school-wide, and on an individual basis.

(3) Fundamental Processes and Learning Materials shall include: a basic course in the teaching of reading; additional preparation in a broad view of the teaching-learning processes; instructional materials in the different subject fields, including reading; use of library materials, audio-visual aids, and other resources in providing learning experiences fitted to the achievement and maturity level of children and youth; and preparation in how to supervise study and how to develop study habits.

(4) The Middle School-Junior High School shall include: a basic study of the philosophy, organizational patterns, and curriculum concepts relating to the middle school and the junior high school.

(5) Supervised Student Teaching shall provide for: a variety of experiences in the various functions of a teacher in a school and the community; experiences with children and young people

in the learning process; experiences with various records necessary to the overall management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; and seminar correlated with the student teaching experiences.

Section 3.

The specialization component of the curriculum for the Provisional Middle School-Junior High School Certificate shall include one of two options.

(1) Option I shall consist of one teaching major and two academic clusters selected from the list of teaching majors, teaching minors, and academic clusters approved for the middle school-junior high school preparation program as described in this State Plan.

(2) Option II shall consist of two teaching minors and one academic cluster selected from the list of teaching minors and academic clusters approved for the middle school-junior high school preparation program as described in this State Plan.

Section 4.

(1) For the middle school-junior high school preparation program a teaching major in a single subject shall require 30 semester hours credit. A major in a subject combination shall require 36 semester hours credit and in such combination majors not less than 12 semester hours credit shall be in each subject within the major.

(2) The following teaching majors are designated for the specialization component for middle school-junior high school certification including the specific preparation when indicated:

biology
biology-health combination
chemistry
dramatics-speech combination
earth science
economics-sociology combination
English and language arts combination, see item (3)
French
geography
German

health
history
history-political science combination
humanities and fine arts, see item (4)
industrial arts, see item (5)
languages combination, see item (6)
Latin
mathematics
physics
political science
science combination, see item (7)
social studies combination, see item (8)
Spanish

(3) The combination major in English and language arts shall include composition; advanced composition; linguistics; advanced teaching of reading; literature for adolescents, ages 11-14; speech; and American literature.

(4) The major in humanities and fine arts shall include at least 6 semester hours selected from each of three of the following categories and the remaining credits to be distributed among any of the categories: art, humanities, literature, music, philosophy.

(5) The major in industrial arts shall be distributed among woods, metals, drafting, graphic arts, power mechanics, general shop, crafts, and electricity in such a manner that there will be at least 6 semester hours credit in each of three of the categories and no more than 9 semester hours in any one of the categories, and that drafting shall be a required category. In addition, the teaching major in industrial arts shall be supported by a course in professional industrial arts education.

(6) The combination major in languages shall be made up of any two languages.

(7) The combination major in science shall be distributed among the basic natural science disciplines and to include laboratory experiences.

(8) The combination major in social studies shall be distributed among the social studies disciplines most appropriate for the middle school-junior high school.

Section 5.

For the middle school-junior high school preparation program the teaching minors shall coincide with the teaching minors for specialization at the high school level and shall be selected from the Specialization for High School Certificate: Teaching Minors.

Section 6.

For the middle school-junior high school preparation program an academic cluster shall be defined as a minimum of 12 semester hours credit in any one of the subjects listed in the Specialization for High School Certificate: Teaching Minors.

## B. STANDARD MIDDLE SCHOOL-JUNIOR HIGH SCHOOL CERTIFICATE

Section 1.

(1) The Standard Middle School-Junior High School Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Standard Middle School-Junior High School Certificate shall be issued initially for a duration period of ten (10) years and shall be extended for life upon three (3) years of successful teaching experience on a regular teaching certificate prior to the expiration of the certificate. If the requirements for life extension have not been completed by the end of each ten (10) year period, the certificate may be renewed at the end of each ten (10) year period upon completion of two (2) years of successful teaching experience or upon six (6) semester hours graduate credit for each of the years required experience.

(3) The Standard Middle School-Junior High School Certificate shall be valid for teaching in grades five (5) through eight (8) and shall be endorsed for grades nine (9) through twelve (12) for any subject assignment in which the teacher holds a regular high school teaching major or minor.

# Curriculum Standards
# TEC 36.0

Section 1.

The program of preparation for the Standard Middle School-Junior High School Certificate shall consist of a prerequisite of the qualifications for the Provisional Middle School-Junior High School Certificate and in addition thereto the completion of the master's degree in a standard graduate school and the following curriculum standards.

(1) The curriculum shall include a minimum of 30 semester hours of graduate credit or a minimum of 24 semester hours graduate credit plus a thesis. At least 15 semester hours of the graduate credit shall be in courses open only to graduate students.

(2) A minimum of 9 semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher.

   (a) A general study of curriculum development
   (b) Research methodology
   (c) Advanced study in human growth and development
   (d) The psychology of learning
   (e) A seminar in instruction devoted to methods of teaching
   (f) Foundations in education — sociological, psychological, philosophical, historical.

(3) A minimum of 12 semester hours in graduate credit shall be selected to strengthen the specialization of the middle school-junior high school teacher and/or to further develop the general education background.

(4) The remaining 3 to 9 semester hours of graduate credit may be selected from other courses designed to strengthen the preparation of the teacher and based on the individual needs of the teacher.

# X. HIGH SCHOOL TEACHER PREPARATION-CERTIFICATION

## A. PROVISIONAL HIGH SCHOOL CERTIFICATE 704 KAR 20:070

Section 1.

(1) The Provisional High School Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional High School Certificate shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of the Planned Fifth Year Program.

(3) The Provisional High School Certificate shall be valid for teaching in grades seven (7) through twelve (12).

It is recommended that teachers who obtain a provisional teaching certificate continue their preparation toward the requirements for a standard teaching certificate. Teachers who do not choose to work in this direction may elect to take the Planned Fifth Year Program of college work instead. The details of the Planned Fifth Year Program are presented in Chapter III of this handbook.

### Curriculum Standards
### TEC 40.0

Section 1.

The program of preparation for the Provisional High School Certificate shall consist of a four-year program of teacher preparation including the bachelor's degree and including a general education component, a professional preparation component, and a specialization component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

The professional preparation component for the Provisional High School Certificate shall consist of a minimum of 17 semester hours credit which shall include as a minimum: Human Growth and Development and the Curriculum—3 semester hours; Basic Concepts Concerning Education—2 semester hours; Fundamental Processes and Learning Materials—2 semester hours; and Supervised Student Teaching—8 semester hours. These four areas of professional preparation shall be defined as follows.

(1) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning; a study of learning theories and the teaching-learning processes; and purposeful observation of the behavior of children, adolescents, and youth.

By action of the Kentucky Council on Teacher Education and Certification the following preparation is to be included in the block for Human Growth and Development and Learning Theory. This action effectively increases the minimum preparation in this block to 5-6 semester hours credit.

Preparation in an amount approximating two semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(2) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; and analysis of each phase of the school program including guidance services, library services, evaluation, and reporting on a system-wide, school-wide, and on an individual basis.

(3) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes; instructional materials in the different subject fields, including reading; use of library materials, audio-visual aids, and other resources in providing learning experiences fitted to the achievement and maturity level of children and youth; and preparation in how to supervise study and how to develop study habits.

(4) Supervised Student Teaching shall provide for: a variety of experiences in the various functions of a teacher in the school and the community; experiences with children and young people in the learning process; experiences with various records necessary to the overall management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; and seminar correlated with the student teaching experiences.

Section 3.

The specialization portion of the curriculum for the Provisional High School Certificate shall include at least one area of concentration selected from the Specialization for High School Certification: Areas of Concentration or one teaching major selected from Specialization for High School Certification: Teaching Majors. Additional teaching majors, teaching minors, and areas of concentration may be elected provided they are selected from the respective listing of Specialization for High School Certification.

## SPECIALIZATION FOR HIGH SCHOOL CERTIFICATE: AREAS OF CONCENTRATION
## TEC 40.1

Section 1.

The following areas of concentration are acceptable for the specialization component of the Provisional High School Certificate and preparation for any given area shall provide for the completion of the specified curricula and experiences.

## Section 2. Art

An area of concentration in art shall consist of a minimum of 48 semester hours credit in courses related to art history, two dimensional design, drawing, painting, and three dimensional design. In addition, the area of concentration in art shall be supported by a course or courses in the methods related to elementary and secondary art education.

## Section 3. Business Education

An area of concentration in business education shall consist of a minimum of 48 semester hours credit in business education to include: accounting—8 semester hours, secretarial practice—14 semester hours, general business—18 semester hours, and electives in business education—8 semester hours. In addition, the area of concentration in business education shall be supported by a course in methods and materials for business education.

## Section 4. Distributive Education

(1) An area of concentration in distributive education shall consist of a minimum of 48 semester hours credit to include accounting, economics, marketing, law, finance, statistics, management, and data processing.

(2) The supervised student teaching portion of the professional preparation shall be done in distributive education.

(3) In addition to the academic preparation the program shall include the following provisions for work experience.

  (a) For students who have had prior experience in distributive occupations the requirement shall be one semester of supervised cooperative experience in distributive occupations (a minimum of 200 hours), the experience being planned to give students diversified experiences relating to marketing and distribution.

  (b) For students having no prior experience in distributive occupations the requirement shall be one semester of supervised cooperative experience in distributive occupations (a minimum of 200 hours) plus the equivalent of one summer of approved full-time (a minimum of 400 hours) experience in distributive occupations. At the discretion of the teacher education institution, the summer experience may be waived, provided the student has had satisfactory experience equivalent to this period and within the eight years preceding the time the candidate is to be certified.

### Section 5. English

An area of concentration in English shall consist of a minimum of 48 semester hours credit including: 30 semester hours distributed among grammar, composition, and literature; one course in linguistics; and the remaining preparation distributed among speech, dramatics, and journalism. In addition, effective from September 1, 1976, an area of concentration in English shall be supported by a course in the teaching of reading.

### Section 6. Foreign Language

An area of concentration in foreign languages shall consist of a minimum of 48 semester hours credit which includes 18 semester hours in the first language, 12 semester hours in each of two other languages, and 6 semester hours elective from any combination of the three languages.

### Section 7. Industrial Arts

An area of concentration in industrial arts shall consist of a minimum of 48 semester hours credit in laboratory courses distributed among at least five of the following studies and with a maximum concentration of 18 semester hours in any one study: woods, metals, drafting, graphic arts, power mechanics, general shop, crafts, and electricity. In addition, the area of concentration in industrial arts shall be supported by at least 3 semester hours credit in professional industrial arts education.

### Section 8. Music

(1) An area of concentration in music shall consist of a minimum of 48 semester hours credit distributed among the following aspects of music and music education.

  (a) Applied music, including enough piano to insure competency to play simple accompaniments and materials such as are found in the Golden Book.

(b) Music theory including harmony, sightsinging, dictation, counterpoint, and form and analysis.

(c) A course in conducting plus music electives, two of which may include participation in vocal or instrumental ensembles, such as glee club, choir, orchestra, band, or chamber groups.

(d) Music history, appreciation, and literature.

(e) Methods and materials in music education.

### Section 9. Mathematics-Physical Science

An area of concentration in the mathematics-physical science combination shall consist of a minimum of 48 semester hours credit including chemistry, physics, and mathematics with no fewer than 15 semester hours credit in each.

### Section 10. Science

An area of concentration in science shall consist of a minimum of 48 semester hours credit which includes 15 semester hours in either biology, chemistry, or physics; 12 semester hours in each of the other two subjects; 3 semester hours in geology; and electives from the sciences.

### Section 11. Social Studies .

An area of concentration in social studies shall consist of a minimum of 48 semester hours credit distributed as follows: history—18 semester hours to include 6 semester hours in American history and 6 semester hours in European history; political science—6 semester hours; economics—6 semester hours; sociology—6 semester hours; geography (cultural anthropology may be included) —6 semester hours; and 6 semester hours to be elected from political science, economics, sociology, and geography.

### Section 12. Vocational Agriculture

(1) An area of concentration in vocational agriculture shall consist of a minimum of 50 semester hours credit in technical agriculture which includes at least 6 semester hours in each of the following: animal science, plant and horticulture science, soil science, agricultural economics including farm management, and agricultural mechanics.

(2) In lieu of the usual professional education component for high school teachers, the preparation program for persons taking the

area of concentration in vocational agriculture shall consist of at least 17 semester hours in agricultural education including: 9 semester hours in methods of teaching vocational agriculture to high school students and to young people and adults in agriculture, with special emphasis on psychology of learning; and at least 8 semester hours of supervised student teaching with not less than one-half semester of actual experience in teaching classes in a local high school.

(3) As a requisite for obtaining the final approval of the teacher education institution for the completion of the preparation program in vocational agriculture, the teacher candidate shall have three full years of farm experience completed after the age of fourteen years as confirmed and evaluated by the institution.

### Section 13. Vocational Home Economics

(1) An area of concentration in vocational home economics shall consist of 48 semester hours credit distributed as follows: clothing and textiles—9 semester hours; family economics and home management—7 semester hours; family relations and child development—8 semester hours; foods and nutrition—9 semester hours; health and home care of the sick—2 semester hours; housing, home furnishing, equipment—9 semester hours; electives in home economics—4 semester hours.

(2) Preparation programs for vocational home economics shall include one course each in art, chemistry, economics, and sociology and the institution may include this preparation as a part of the general education component of teacher preparation as a special modification for the vocational home economics program.

(3) The professional preparation component of preparation for high school teachers shall be modified for the vocational home economics program by the teacher education institution to include at least one course in home economics methods and provision for instruction in adult education for homemakers. In addition, the supervised student teaching portion of the professional education component shall consist of observing and teaching in-school and out-of-school (older youth and adult) groups including: experience in teaching three different type units; experience in guiding home experiences including the use of the conference period; experience in making home vis-

its; experience with FHA or NHA; experience in assisting with teaching at least one organized group of adults; experience with other responsibilities of a home economics teacher. Directed teaching experience shall consist of a minimum of 100 hours of observing and teaching. A minimum of 60 lessons shall be taught by the student teacher including teaching in-school and out-of-school groups.

(4) The preparation program for vocational home economics shall provide for other directed experiences as follows.

(a) Teacher candidates shall have some practical experiences with managerial responsibilities in a home.

(b) Teacher candidates shall have not less than six weeks of directed experience in a home management house.

(c) Teacher candidates shall have had experience in observing and working with pre-school children during the time they are taking work in child development.

(d) Teacher candidates shall have had experience in making community contacts which will enable them to be aware of other educational opportunities such as working with PTA and working with community programs of recreation, health, and the like.

## Section 14. Vocational Industrial and Technical Education

This area of concentration was designed to provide an avenue for teachers of trades and industrial education to upgrade by means of a degree program. Questions have been raised as to how comprehensive is the vocational-industrial-technical category. Thus far, it has been applied to the more traditional occupational areas such as auto mechanics, the building trades, graphic arts, electricity, etc., but not to the health occupations, barbering, or cosmetology.

(1) An area of concentration in vocational industrial and technical education shall consist of 48 semester hours credit appropriate to the area and shall include laboratory courses relating to the occupation which the teacher candidate proposes to teach. The teacher education institution may allow a maximum of 18 semester hours credit of the required 48 semester hours to be satisfied by proficiency examination; also, the institution may allow a maximum of 6 semester hours credit of the 48 semes-

ter hours for supervised work experience. The total preparation program shall include provision for a minimum of 2,000 clock hours of planned and supervised work experience in the occupation which the teacher candidate plans to teach.

The amount of college credit that an institution may award on the basis of proficiency examinations and on the basis of supervised work experience is under consideration by the Kentucky Council on Teacher Education and Certification. Whenever an institution anticipates the development of a program for this area or the revision of an existing program it is recommended that the Division of Teacher Education and Certification be consulted in advance.

(2) In lieu of the professional education component usually offered for the Provisional High School Certificate, the teacher education institution shall provide for a 24 semester hour sequence in professional industrial education which shall include general psychology, industrial psychology, methods in industrial education, principles of trade and industrial teaching, trade and job analysis, instructional materials, and supervised student teaching. The supervised student teaching shall be done in the occupation in which the individual plans to teach and shall be performed in an approved area vocational school under an approved cooperating teacher. The college supervisor shall be a vocational industrial teacher educator on the faculty of the college or univeristy who will also teach the professional methods course in industrial education.

### Section 15. Health Occupations

(1) An area of concentration in health occupations education shall consist of 48 semester hours credit in classroom and guided clinical experiences appropriate to the area. The teacher candidate shall also meet the requirements of the specialty board that licenses, certifies, registers, or otherwise legally recognizes the practitioners in the specific health profession selected for specialization. The teacher education institution may evaluate previous preparation from other specialty training programs and award appropriate credit.

(2) In lieu of the professional education component usually offered for the Provisional High School Certificate the teacher education institution shall provide for a 24 semester hour sequence

in professional health occupations education which shall include: Basic Concepts Concerning Education—2 semester hours; Human Growth and Development and the Curriculum —3 semester hours; Fundamental Processes, Curriculum Development in Health Occupations Education—2 semester hours; Fundamental Processes, Methods of Teaching Health Occupations Education—2 semester hours; Philosophy of Vocational Education—2 semester hours; Tests and Measurements—2 semester hours; and Supervised Student Teaching—8 semester hours.

(3) The addition of other teaching majors or minors to the certificate issued for health occupations education shall require the completion of the regular preparation usually associated with the added specialization as determined by the teacher education institution.

## SPECIALIZATION FOR HIGH SCHOOL CERTIFICATE: TEACHING MAJORS
## TEC 40.2

Section 1.

Each teaching major in a single subject shall require 30 semester hours credit unless otherwise indicated. Majors in subject combinations shall require 36 semester hours credit. In a combination of subjects for majors, not less than 12 semester hours shall be in each subject within the major. Methods courses shall be in addition to the required preparation in the subject of specialization.

Section 2.

(1) The following teaching majors are designated for the specialization component for high school certification including the additional preparation where indicated:

accounting
accounting-general business
accounting-secretarial practice
agriculture
art, see item (2)
biology
chemistry
distributive education, see item (3)
dramatics-speech

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earth science
economics
economics-sociology
English, see item (4)
French
general business
general business-secretarial practice
geography
German
health
history
history-political science
home economics
industrial arts, see item (5)
journalism
Latin
library science, see item (6)
mathematics
music
physical education
physics
political science
psychology
Russian
secretarial practice
sociology
Spanish
special education, see item (7)
speech

(2) The teaching major in art shall consist of a minimum of 30 semester hours credit which includes courses related to each of the following: art history, two dimensional design, drawing, painting, and three dimensional design. In addition, the teaching major in art shall be supported by a course or courses in methods related to elementary and secondary art education.

(3) (a) The teaching major in distributive education shall include preparation in accounting, economics, marketing, law, finance, statistics, management, and data processing.

(b) In addition, the supervised student teaching portion of the professional preparation component shall be done in distributive education.

(c) In addition to the academic preparation, the program shall include the following provisions for work experience: For students who have had prior experience in distributive occupations the requirement shall be one semester of supervised cooperative experience in distributive occupations (a minimum of 200 hours), the experience being planned to give students diversified experiences relating to marketing and distribution. For students having no prior experience in distributive occupations the requirement shall be one semester of supervised cooperative experience in distributive occupations (a minimum of 200 hours) plus the equivalent of one summer of approved full-time (a minimum of 400 hours) experience in distributive occupations. At the discretion of the teacher education institution, the summer experience may be waived, provided the student has had satisfactory experience equivalent to this period and within the eight years preceding the time the candidate is to be certified.

(4) The teaching major in English shall include a course in linguistics. In addition, effective from September 1, 1976, the teaching major in English shall be supported by a course in the teaching of reading.

(5) A teaching major in industrial arts shall consist of a minimum of 33 semester hours credit in laboratory courses distributed among woods, metals, drafting, graphic arts, power mechanics, general shop, crafts, and electricity in such a manner that there will be at least 6 semester hours credit in each of three of the categories and no more than 9 semester hours in any one of the categories, and that drafting shall be a required category. In addition, the teaching major in industrial arts shall be supported by a course in professional industrial arts education.

(6) The requirement in supervised library practice shall be in addition to the minimum of 30 semester hours credit for the major in library science. Persons beginning a program of preparation for a school librarian position during the 1975-76 school term or thereafter shall follow the new programs for school media librarians. Persons enrolled for the major or minor in library science prior to September 1, 1975, must complete the preparation program by September 1, 1979.

(7) For secondary certification, the major in special education must be taken in conjunction with a major or a minor in another teaching field.

## SPECIALIZATION FOR HIGH SCHOOL CERTIFICATE: TEACHING MINORS

## TEC 40.3

Section 1.

Each teaching minor in a single subject shall require 21 semester hours credit unless otherwise indicated.

Section 2.

(1) The following teaching minors are designated for the specialization component for high school certification including the additional preparation where indicated:

accounting
any foreign language
agriculture
art, see item (2)
biology
chemistry
dramatics
earth science, see item (3)
economics
English, see item (4)
general business
geography
geology
health
history
home economics
journalism
library science, see item (5)
mathematics
music
physics
political science
psychology
secretarial practice

sociology
special education
speech.

(2) The teaching minor in art shall consist of a minimum of 21 semester hours credit which includes courses related to each of the following: art appreciation and/or art history, two dimensional design, drawing, painting, and three dimensional design. In addition, the teaching minor in art shall be supported by a course or courses in methods related to elementary and secondary art education.

(3) For secondary certification, the minor in earth science must be taken in conjunction with a major or minor in another science or in mathematics.

(4) A teaching minor in English shall require 24 semester hours and shall include a course in linguistics. In addition, effective from September 1, 1976, the teaching minor in English shall be supported by a course in the teaching of reading.

(5) The requirement in supervised library practice shall be in addition to the minimum of 21 semester hours credit for the minor in library science. Persons beginning a program of preparation for a school librarian position during the 1975-76 school term or thereafter shall follow the new programs for school media librarians. Persons enrolled for the major or minor in library science prior to September 1, 1975, must complete the preparation program by September 1, 1979.

## B. STANDARD HIGH SCHOOL CERTIFICATE
## 704 KAR 20:065

Secion 1.

(1) The Standard High School Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Standard High School Certificate shall be issued initially for a duration period of ten (10) years and shall be extended

for life upon three (3) years of successful teaching experience on a regular teaching certificate completed prior to the expiration of the certificate. If the requirements for life extension have not been completed by the end of each ten (10) year period, the certificate may be renewed at the end of each ten (10) year period upon completion of two (2) years of successful teaching experience or upon six (6) semester hours graduate credit for each of the years required experience.

(3) The Standard High School Certificate shall be valid for teaching in grades seven (7) through twelve (12).

## Curriculum Standards
## TEC 41.0

Section 1.

The program of preparation for the Standard High School Certificate shall consist of a prerequisite of the qualifications for the Provisional High School Certificate and in addition thereto the completion of the master's degree in a standard graduate school and the following curriculum standards.

(1) The curriculum shall include a minimum of 30 semester hours of graduate credit or a minimum of 24 semester hours graduate credit plus a thesis. At least 15 semester hours of the graduate credit shall be in courses open only to graduate students.

(2) A minimum of 9 semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:

- (a) A general study of curriculum development
- (b) Research methodology
- (c) Advanced study in human growth and development
- (d) The psychology of learning
- (e) A seminar in instruction devoted to methods of teaching
- (f) Foundations in education—sociological, psychological, philosophical, historical.

(3) A minimum of 12 semester hours in graduate credit shall be selected to strengthen the specialization of the secondary teacher and/or to further develop the general education background.

(4) The remaining 3 to 9 semester hours of graduate credit may be selected from other courses designed to strengthen the preparation of the teacher and based on the individual needs of the teacher.

# XI. EXTENDING THE VALIDITY OF ELEMENTARY AND HIGH SCHOOL CERTIFICATES

## A. ENDORSEMENT OF HIGH SCHOOL CERTIFICATE FOR CLASSROOM TEACHING AT THE ELEMENTARY SCHOOL LEVEL

## 704 KAR 20:095

Section 1.

An endorsement for classroom teaching at the elementary school level shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a certificate valid for classroom teaching at the high school level and who has completed the approved program of preparation for the elementary endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

## Curriculum Standards

## TEC 27.0

Section 1.

The program of preparation for the further endorsement for classroom teaching at the elementary school level of a certificate valid for classroom teaching at the high school level shall include the following:

(1) Child growth and development

(2) Mathematics for the elementary school teacher—a two course undergraduate sequence or one graduate course

(3) Fundamental processes and learning materials—Preparation in this area should include a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(4) Children's literature

(5) School art and/or school music

(6) Student teaching or laboratory experience with elementary school children.

Credit for the following courses must be earned in residence or in off-campus study centers: Child Growth and Development, Fundamentals of Elementary Education, Teaching Reading, Children's Literature, Public School Art, and Public School Music. **Credit earned by correspondence in these courses is not acceptable for certification purposes.**

The Standard Elementary Certificate is based upon completion of a year of advanced study beyond the requirements for the elementary endorsement and in keeping with the curriculum requirements specified in Chapter VIII, part B.

## B. ENDORSEMENT OF ELEMENTARY SCHOOL CERTIFICATION FOR TEACHING AT THE SECONDARY SCHOOL LEVEL

### 704 KAR 20:075

Section 1.

An endorsement for teaching at the secondary school level shall be issued to an applicant who holds a certificate valid for classroom teaching at the elementary school level, and who has completed a course in the Fundamentals of Secondary Education and a secondary teaching major or minor as attested by the preparing institution.

The Standard High School Certificate is based upon the completion of a year of advanced study beyond the requirements for the Provisional High School Certificate and in keeping with the specific curriculum requirements. In order for the holder of an elementary certificate to qualify for a Provisional High School Certificate the endorsement plan listed above should be followed but the specialization should include either a teaching major or an area of concentration—the teaching minor would not be sufficient. An additional year of advanced study would then be required to qualify for the Standard High School Certificate.

## C. ENDORSEMENT OF HIGH SCHOOL CERTIFICATE IN PHYSICAL EDUCATION FOR TEACHING PHYSICAL EDUCATION AT THE ELEMENTARY SCHOOL LEVEL

### 704 KAR 20:175

Section 1.

An endorsement for teaching physical education at the elementary school level, grades K-8, shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a certificate valid for teaching physical education at the high school level and who has completed the approved program of preparation for the elementary physical education endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

Section 2.

A one (1) year endorsement may be made upon completion of at least six (6) semester hours credit selected from the endorsement plan; subsequent one (1) year endorsements may be made upon completion of six (6) semester hours additional credit selected from the endorsement plan.

## Curriculum Standards

### TEC 30.0

Section 1.

The program of preparation for the further endorsement for teaching physical education at the elementary school level, grades K-8, of a certificate valid for teaching physical education at the high school level shall consist of the following:

(1) Nine semester hours credit in physical education specifically for the elementary school level

(2) A course dealing with the Fundamentals of Elementary Education or a course in Curriculum Development with emphasis on the elementary school level

(3) A course in the Materials and Methods of Teaching Physical Education at the Elementary School Level

(4) A course in Child Growth and Development dealing with the elementary school age child.

## D. EXTENDING THE VALIDITY OF HIGH SCHOOL CERTIFICATION IN ART FOR TEACHING ART AT THE ELEMENTARY SCHOOL LEVEL

### 704 KAR 20:105

Section 1.

An endorsement for teaching art at the elementary school level shall be issued to an applicant who holds a certificate valid for teaching art at the secondary level, and who has completed:

(1) A course dealing with the elementary school curriculum

(2) A course in the materials and methods of teaching art at the elementary school level

(3) A course in child growth and development

## E. EXTENDING THE VALIDITY OF HIGH SCHOOL CERTIFICATION IN MUSIC FOR TEACHING MUSIC AT THE ELEMENTARY SCHOOL LEVEL

### 704 KAR 20:160

Section 1.

An endorsement for teaching music at the elementary school level shall be issued to an applicant who holds a certificate valid for teaching music at the secondary level, and who has completed:

(1) A course dealing with the elementary school curriculum

(2) A course in the materials and methods of teaching music at the elementary school level

(3) A course in child growth and development

## F. QUALIFICATIONS FOR TEACHERS ENGAGED IN EXPERIMENTAL PROGRAMS

### 704 KAR 20:125

Section 1.

The Superintendent of Public Instruction may approve an experimental program in new patterns or organization of instruction in the elementary school in which experienced high school teachers may be assigned to serve at the elementary school level in the experimental program provided:

(1) The local school superintendent submits to the Bureau of Instruction before July 15 a written proposal for the experimental program which shows the need for using successful high school personnel in the program.

(2) A commitment is made by the local school superintendent to submit a progress report at end of midterm (presumably by February 1) which includes an evaluation of the effectiveness of the teaching assignment.

(3) The proposal receives written approval by the Head of the Bureau of Instruction prior to the opening of the school term.

Section 2.

The qualifications of the high school teachers assigned to such experimental programs shall be ranked on the basis of their preparation and their high school certification.

# XII. READING SPECIALIST PREPARATION-CERTIFICATION

## READING SPECIALIST ENDORSEMENT
## 704 KAR 20:180

Section 1.

(1) The endorsement for Reading Specialist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a teaching certificate based upon the completion of a four (4) year program of preparation, who has completed at least three (3) years of successful classroom teaching experience which may include one (1) year of equivalent clinical experience, and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The endorsement for Reading Specialist shall be valid for the same teaching level as the teaching certificate used as a base for the endorsement and shall have the same duration period as the base certificate.

## Curriculum Standards
## TEC 50.0

Section 1.

The program of preparation for the endorsement for Reading Specialist shall consist of a master's degree with a minimum of 30 semester hours graduate preparation according to the distribution and definition as described in this section.

(1) A minimum of 12 semester hours credit in graduate level reading courses with at least one course in each of the following.

  (a) Foundation or Survey of Reading. A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be the first in a sequence of reading courses.

(b) Analysis of Reading and Related Communication Disorders and Practicum in the Evaluation of Reading and Related Communication Disorders. The content of this course or courses includes the causes of reading/communication disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; diagnosis of reading disability cases under supervision; report writing; clinical or laboratory experience.

(c) Correction of Reading and Communication Disorders and Practicum in Correction of Reading and Communication Disorders. The content of this course or courses includes the following: materials and techniques for correction of reading/communication disabilities; observation; treatment of reading disabilities under supervision; writing reports; clinical or laboratory experience.

(2) A minimum of 12 semester hours credit selected from the following list of courses.

(a) Measurement and/or evaluation
(b) Child and/or adolescent psychology or development
(c) Personality and/or mental hygiene
(d) Educational psychology
(e) Literature for children and/or adolescents
(f) Linguistics
(g) Research and literature in reading
(h) Communication
(i) Technological media and instructional materials
(j) Perception
(k) Learning theories
(l) Speech and hearing
(m) Exceptional child

(3) A minimum of 6 semester hours credit selected as additional courses under (1) and (2) above or from the following list.

(a) History of Education
(b) Guidance
(c) Curriculum
(d) Research Methods
(e) Sociology
(f) Foundations of Education
(g) Philosophy of Education

# XIII. DRIVER EDUCATION PREPARATION-CERTIFICATION

## DRIVER EDUCATION ENDORSEMENT
## 704 KAR 20:115

Section 1.

An endorsement for teaching driver education shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a provisional or standard teaching certificate and who has completed the approved program of preparation for the driver education endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

## Curriculum Standards
## TEC 45.0

Section 1.

The program of preparation for the further endorsement for teaching driver education of a provisional or standard teaching certificate shall consist of a minimum of 12 semester hours credit including the following preparation:

(1) Introduction to Safety Education

(2) Driver Education and Traffic Safety I (Basic)

(3) Driver Education and Traffic Safety II (Advanced)

(4) Advanced Studies in Driver Education

This regulation establishes the guidelines by which the teacher education institutions may develop a curriculum for the certificate endorsement for driver education. For certification in driver education a teacher should follow the approved curriculum in effect at the college or university rather than attempting to use this regulation as a check list for completing courses.

# XIV. SCHOOL MEDIA LIBRARIAN PREPARATION-CERTIFICATION

**Transition from the Old
to the
New Standards**

The preparation programs for the position of "school librarians" (see Appendix II) are being phased out and the programs for the new position of "school media librarian" are being phased in. The deadline dates are specified in the regulations.

The important point is that anyone who is not officially committed to the old program with the institution prior to the beginning of the 1975-76 school term must follow the new program. In particular, a student with advanced standing as a sophomore, junior, senior, or even graduates who hold teaching certificates must follow the new standards unless they have been officially programmed by the institution prior to the 1975-76 school term under the old standards.

## A. PROVISIONAL CERTIFICATE FOR SCHOOL MEDIA LIBRARIAN
## 704 KAR 20:145

Section 1.

(1) The Provisional Certificate for School Media Librarian shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional Certificate for School Media Librarian shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended for life upon completion of three (3) years

of successful experience as a media librarian within the duration period of the certificate and upon completion of the Planned Fifth Year Program.

(3) The Provisional Certificate for School Media Librarian shall be valid for serving as media librarian in grades kindergarten through grade twelve (12).

Section 2.

The program of preparation for the Provisional Certificate for School Media Librarian shall become effective for persons intending to prepare for a position of professional school library services and who begin the preparation program during the 1975-76 school term and thereafter.

## Curriculum Standards
## TEC 71.0

Section 1.

The program of preparation for the Provisional Certificate for School Media Librarian shall consist of a four-year program including the bachelor's degree and including a general education component, a professional preparation component, a school media librarian specialization component, and an academic specialization component as described in these standards. The general education component shall coincide with the standards included in General Education Component of Teacher Preparation.

Section 2.

The professional preparation component for the Provisional Certificate for School Media Librarian shall consist of a minimum of 26 semester hours credit distributed as follows:

(1) Human Growth and Development, and Educational Psychology —6 semester hours

(2) Basic Concepts Concerning Education, and Curriculum Study from kindergarten through grade twelve—6 semester hours

(3) Teaching of Reading—6 semester hours

(4) Supervised Practicum in a Media Center—8 semester hours

Section 3.

The school media librarian specialization component of the curriculum for the Provisional Certificate for School Media Librarian shall consist of a major of at least 30 semester hours credit including the following:

(1) Theory and function of school media organization and administration
(2) The classification, cataloging, and processing of school instructional media
(3) Printed and non-printed curriculum related media
(4) Production of instructional media
(5) Selection, evaluation, and use of media
(6) Reference and bibliography
(7) Literature for children, ages 1-10
(8) Literature for adolescents, ages 11-14
(9) Literature for young adults, ages 14 plus

Section 4.

The academic specialization component for the Provisional Certificate for School Media Librarian shall consist of a 21 semester hour academic minor or a concentration of 21 semester hours credit in two academic subjects with not less than 9 semester hours credit in each. Courses taken as a part of the general education component may be counted toward this academic specialization component.

## B. PLAN FOR CLASSROOM TEACHERS TO QUALIFY AS SCHOOL MEDIA LIBRARIAN
## TEC 71.1

Section 1.

The program of preparation for the Provisional Certificate for School Media Librarian for a person who qualifies for the Provisional Elementary Certificate shall consist of the following portions of the school media librarian curriculum:

(1) One course in general curriculum covering all grade levels or one course in secondary school curriculum—2 semester hours credit
(2) The school media librarian specialization major—30 semester hours credit
(3) Supervised practicum in a media center—3 semester hours credit.

Section 2.

The program of prepartion for the Provisional Certificate for School Media Librarian for a person who qualifies for the Provisional High School Certificate shall consist of the following portions of the school media librarian curriculum:

(1) One course in general curriculum covering all grade levels or one course in elementary school curriculum—2 semester hours credit

(2) Child growth and development and either educational psychology or learning theory—6 semester hours credit

(3) Teaching of reading—6 semester hours credit

(4) The school media librarian specialization major—30 semester hours credit

(5) Supervised practicum in a media center—3 semester hours credit.

## C. STANDARD CERTIFICATE FOR SCHOOL MEDIA SPECIALIST

### 704 KAR 20:150

Section 1.

(1) The Standard Certificate for School Media Specialist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Standard Certificate for School Media Specialist shall be issued initially for a duration period of ten (10) years and shall be extended for life upon three (3) years of successful experience as a school media librarian or as a school media specialist completed prior to the expiration of the certificate. If the holder fails to meet the requirements for life extension by the end of the ten (10) year period the certificate may be renewed for another ten (10) year period on the basis of two (2) years of experience as a school media librarian or as a school media specialist or on the basis of four (4) semester hours additional graduate credit for each of the years of required experience.

(3) The Standard Certificate for School Media Specialist may be endorsed to include the qualifications for school media librarian and shall be valid for serving as a school media librarian or as a school media specialist.

## Curriculum Standards

## TEC 72.0

Section 1.

The program of preparation for the Standard Certificate for School Media Specialist shall consist of a prerequisite of the qualifications for either the Provisional Certificate for School Media Librarian or other certification as a twelve-grade librarian and in addition thereto, the completion of the master's degree in a standard graduate school and the following curriculum standards:

(1) Research methodology, 3 semester hours

(2) Graduate level specialization in media-library study, 15-21 semester hours

(3) Graduate level preparation in professional education or cognate academic study, 6-12 semester hours

## D. PROFESSIONAL CERTIFICATE FOR MEDIA SUPERVISOR

## 704 KAR 20:155

Section 1.

(1) The Professional Certificate for Media Supervisor shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed three (3) years of successful experience in school media-library services while holding a certificate valid for such experience and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The duration of the Professional Certificate for Media Supervisor shall be for continuing service.

(3) The Professional Certificate for Media Supervisor shall be valid for the supervision of media-library services in all grades, kindergarten through grade twelve (12).

## Curriculum Standards

## TEC 73.0

Section 1.

The program of preparation for the Professional Certificate for Media Supervisor shall consist of a minimum of 60 semester hours graduate credit, including the master's degree, and shall include the program of preparation for the Standard Certificate for School Media Specialist, and in addition thereto, 30 semester hours to include at least 15 semester hours credit from the preparation outlined in Group I, 6 semester hours from Group II, 6 semester hours from Group III, and 3 semester hours from either Group II or Group III as defined below.

(1) Group I studies shall include:
- (a) A general study of curriculum development
- (b) Research methodology
- (c) Seminar in instruction devoted to methodology of teaching
- (d) Foundation in education
- (e) Advanced study of human growth and development
- (f) Psychology of learning

(2) Group II studies shall include:
- (a) Philosophy and techniques of general supervision
- (b) School organization and administration
- (c) Principalship
- (d) Guidance and counseling
- (e) School law
- (f) School finance

(3) Group III studies shall include:
- (a) Library science, such as advanced problems of supervision in school media centers; advanced administration and management of print and nonprint media activities.
- (b) Audiovisual education, such as advanced materials production; photographic processes in information media; creativity and media.
- (c) Communications, such as advanced courses in radio; utilization of instructional television; television in information media.

# XV. TEACHERS OF EXCEPTIONAL CHILDREN PREPARATION-CERTIFICATION

There has been a comprehensive revision of the preparation programs for teachers of children having various learning handicaps. Some very pertinent background materials have been extracted from the study committee's report and are recommended for reading in order to better understand the regulations found in this chapter—see Appendix III.

Anyone not committed to one of the former programs (see Appendix IV) of special education before the 1977-78 school term must follow the appropriate new program as a teacher of exceptional children. In particular, a student with advanced standing as a sophomore, junior, senior, or even graduates who hold teaching certificates must follow the new standards unless they have been officially programmed by the institution prior to the 1977-78 school term under the old standards.

## A. PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN—LEARNING AND BEHAVIOR DISORDERS

### 704 KAR 20:235

Section 1.

(1) The Provisional Certificate for Teachers of Exceptional Children—Learning and Behavior Disorders shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional Certificate for Teachers of Exceptional Children—Learning and Behavior Disorders shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended

for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth Year Program.

(3) The Provisional Certificate for Teachers of Exceptional Children—Learning and Behavior Disorders shall be valid at any grade level for the instruction of exceptional children with learning and behavior disorders and shall be endorsed as a Provisional Elementary Certificate valid for classroom teaching in grades one (1) through eight (8).

## Curriculum Standards

## TEC 60.0

Section 1.

The program of preparation for the Provisional Certificate for Teachers of Exceptional Children—Learning and Behavior Disorders shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a special education component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

The related studies component shall include 12 semester hours credit distributed as follows: School music—3 semester hours; School art—3 semester hours; and Mathematics for elementary school teachers—6 semester hours.

Section 3.

The special education component for the Provisional Certificate for Teachers of Exceptional Children—Learning and Behavior Disorders shall consist of a minimum of 27 semester hours credit to include the following content.

(1) Core Requirements, 18 semester hours

  (a) *Survey of special education* shall include:

    1. Definitions and descriptions of exceptional children
    2. Overviews of special education programs
    3. School and community resources

4. Research findings related to exceptional childen and youth
5. Survey of speech disorders
6. Language development and disabilities

(b) *Special education methods and materials* shall include

1. Curriculum development for exceptional children
2. Procedures for teaching reading, writing, arithmetic, science, and social studies to exceptional children
3. Procedures for developing language in exceptional children
4. Adaptive physical education and recreation
5. Classroom management of exceptional children
6. Utilization of prosthetic devices and equipment to overcome educational and physical disabilities
7. Techniques for observing and recording classroom behavior
8. Implementation and evaluation of special education instructional and management programs
9. Utilization of educational media and technology
10. Development and evaluation of special education instructional materials

(c) *Special education instructional programs* shall include

1. Roles and procedures of the special education teacher in resource room programs, self-contained classrooms, and itinerant settings
2. Special education planning, scheduling, record keeping, reporting, and program evaluation
3. Inter-personal relationships
4. Utilization of special education support services
5. Working with parents of exceptional children
6. Special education professional development

(d) *Special education early childhood programs* shall include:

1. Curriculum modifications for pre-school exceptional children
2. Methods and materials for pre-school education of exceptional children
3. Concept and social development of pre-school exceptional children

(e) *Career education for exceptional children* shall include:

1. Procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment
2. Establishing and implementing work-study programs
3. Vocational and career education instructional methods and materials
4. Roles and responsibilities of vocational rehabilitation and other agencies in preparation of exceptional children for gainful employment

(2) Area Requirements, 9 semester hours

(a) *Educational assessment of children with learning and behavior disorders* shall include:

1. Principles of educational testing and measurement
2. Administration of formal and informal tests to determine specific educational strengths and deficits of children with learning and behavior disorders
3. Educationally relevant characteristics of children with learning and behavior disorders
4. Interpretation of educational assessments of children with learning and behavior disorders

(b) *Prescriptive programming for children with learning and behavior disorders* shall include:

1. Design, implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of children with learning and behavior disorders
2. Curriculum design for children with learning and behavior disorders
3. Analysis and application of instructional materials used with children with learning and behavior disorders

(c) *Field experiences with children with learning and behavior disorders* shall include supervised pre-student teaching experiences with children with learning and behavior disorders, such as observation, tutoring, or serving as a teacher aide.

Section 4.

The professional education component for the Provisional Certificate for Teachers of Exceptional Children—Learning and Behavior Disorders shall consist of a minimum of 35 semester hours credit to include the following content.

(1) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a system-wide, school-wide, and on an individual basis.

(2) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating two semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(3) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(4) Teaching in Early Childhood Programs shall include techniques, methods, and materials for designing and implementing educational programs for pre-school children; emphasis shall be on language development, social skills, and concept development.

(5) Supervised Student Teaching shall consist of 12 semester hours credit which shall include: experiences with normal children in regular classroom instruction; experiences with children with learning and behavior disorders; and experiences with such instructional programming as resource rooms, special classes, and itinerant programs.

## B. PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN—TRAINABLE MENTALLY HANDICAPPED

### 704 KAR 20:245

Section 1.

(1) The Provisional Certificate for Teachers of Exceptional Children—Trainable Mentally Handicapped shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional Certificate for Teachers of Exceptional Children—Trainable Mentally Handicapped shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth Year Program.

(3) The Provisional Certificate for Teachers of Exceptional Children—Trainable Mentally Handicapped shall be valid at any grade level for the instruction of exceptional children who are trainable mentally handicapped and shall be endorsed as a Provisional Elementary Certificate valid for classroom teaching in grades one (1) through eight (8).

## Curriculum Standards

### TEC 61.0

Section 1.

The program of preparation for the Provisional Certificate for Exceptional Children—Trainable Mentally Handicapped shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a special education component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

The related studies component shall include 12 semester hours credit distributed as follows: School music—3 semester hours; School art—3 semester hours; and Mathematics for elementary school teachers—6 semester hours.

Section 3.

The special education component for the Provisional Certificate for Teachers of Exceptional Children—Trainable Mentally Handicapped shall consist of a minimum of 27 semester hours credit to include the following content.

(1) Core Requirements, 18 semester hours

(a) *Survey of special education* shall include:

1. Definitions and descriptions of exceptional children
2. Overviews of special education programs
3. School and community resources
4. Research findings related to exceptional children and youth
5. Survey of speech disorders
6. Language development and disabilities

(b) *Special education methods and materials* shall include:

1. Curriculum development for exceptional children
2. Procedures for teaching reading, writing, arithmetic, science, and social studies to exceptional children
3. Procedures for developing language in exceptional children
4. Adaptive physical education and recreation
5. Classroom management of exceptional children
6. Utilization of prosthetic devices and equipment to overcome educational and physical disabilities
7. Techniques for observing and recording classroom behavior

8. Implementation and evaluation of special education instructional and management programs
9. Utilization of educational media and technology
10. Development and evaluation of special education instructional materials

(c) *Special education instructional programs* shall include:

1. Roles and procedures of the special education teacher in resource room programs, self-contained classrooms, and itinerant settings
2. Special education planning, scheduling, record keeping, reporting, and program evaluation
3. Inter-personal relationships
4. Utilization of special education support services
5. Working with parents of exceptional children
6. Special education professional development

(d) *Special education early childhood programs* shall include:

1. Curriculum modifications for pre-school exceptional children
2. Methods and materials for pre-school education of exceptional children
3. Concept and social development of pre-school exceptional children

(e) *Career education for exceptional children* shall include:

1. Procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment
2. Establishing and implementing work-study programs
3. Vocational and career education instructional methods and materials
4. Roles and responsibilities of vocational rehabilitation and other agencies in preparation of exceptional children for gainful employment

(2) Area Requirements, 9 semester hours

(a) *Education assessment of trainable mentally handicapped children* shall include:

1. Principles of educational and developmental testing and measurement

2. Administration of formal and informal tests to determine the specific developmental strengths and deficits of trainable mentally handicapped children
3. Educationally relevant characteristics of trainable mentally handicapped children
4. Interpretation of educational and developmental assessments of trainable mentally handicapped children

(b) *Prescriptive programming for trainable mentally handicapped children* shall include:

1. Design; implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of trainable mentally handicapped children
2. Curriculum design for trainable mentally handicapped children
3. Analysis and application of instructional materials used with trainable mentally handicapped children

(c) *Field experiences with trainable mentally handicapped children* shall include supervised pre-student teaching experiences with trainable mentally handicapped children, such as observation, tutoring, or serving as a teacher aide.

Section 4.

The professional education component for the Provisional Certificate for Teachers of Exceptional Children—Trainable Mentally Handicapped shall consist of a minimum of 35 semester hours credit to include the following content:

(1) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a system-wide, school-wide, and on an individual basis.

(2) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the be-

havior of the child, adolescent, and youth. Preparation in an amount approximating two semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(3) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(4) Teaching in Early Childhood Programs shall include techniques, methods, and materials for designing and implementing educational programs for pre-school children; emphasis shall be on language development, social skills, and concept development.

(5) Supervised Student Teaching shall consist of 12 semester hours credit which shall include: experiences with normal children in regular classroom instruction; experiences with trainable mentally handicapped children; and experiences with such instructional programming as resource rooms, special classes, and itinerant programs.

## C. PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN—SPEECH AND COMMUNICATION DISORDERS

### 704 KAR 20:240

Section 1.

(1) The Provisional Certificate for Teachers of Exceptional Children—Speech and Communication Disorders shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved

under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional Certificate for Teachers of Exceptional Children—Speech and Communication Disorders shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth Year Program.

(3) The Provisional Certificate for Teachers of Exceptional Children—Speech and Communication Disorders shall be valid at any grade level for the instruction of exceptional children with speech and communication disorders.

## Curriculum Standards
## TEC 62.0

Section 1.

The program of preparation for the Provisional Certificate for Teachers of Exceptional Children—Speech and Communication Disorders shall consist of a four-year program including the bachelor's degree and including a general education component, a special education component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

The special education component for the Provisional Certificate for Teachers of Exceptional Children—Speech and Communication Disorders shall consist of a minimum of 36 semester hours credit to include the following preparation.

(1) *Introduction to exceptional children* shall include: definitions and description of exceptional children; an overview of special education programs; school and community resources; and research findings related to exceptional children and youth.

(2) *Anatomy and physiology* shall include 3 semester hours credit in description of anatomical structures and their functions as they support speech, language, and hearing; attention given to

processes of respiration, phonation, resonance, articulation, audition, and neural control.

(3) *Speech development, phonetics, psycholinguistics* shall include 3 semester hours credit in description of speech and language acquisition in normal children; 3 semester hours credit in overview of the physical characteristics of sound production and description of phonetic properties of speech with emphasis on use of the International Phonetic Alphabet.

(4) *Hearing disorder and rehabilitation* to include at least 6 semester hours credit in characteristics of auditory dysfunctions and techniques of evaluating and managing auditory disabilities.

(5) *Language disorders and rehabilitation* to include at least 6 semester hours credit in characteristics of developmental disorders of language and techniques of evaluating and managing developmental language disorders.

(6) *Speech pathology* to include at least 12 semester hours credit in introduction, characteristics, diagnosis and management of articulation, stuttering and voice disorders.

Section 3.

The professional preparation component for the Provisional Certificate for Teachers of Exceptional Children—Speech and Communication Disorders shall consist of practicum experience and a minimum of 9 semester hours as described below.

(1) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a system-wide, school-wide, and on an individual basis.

(2) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating two semester hours shall consist of the

study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(3) Introduction to psychology shall include: overview of the study of human behavior including, but not limited to, simple conditioning, perception, and learning.

(4) Practicum shall include: at least 150 clock hours direct client experience and successful school experience as defined by the training institution.

## D. PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN—HEARING IMPAIRED 704 KAR 20:230

Section 1.

(1) The Provisional Certificate for Teachers of Exceptional Children—Hearing Impaired shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional Certificate for Teachers of Exceptional Children—Hearing Impaired shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. The certificate may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth Year Program.

(3) The Provisional Certificate for Teachers of Exceptional Children—Hearing Impaired shall be valid at any grade level for the instruction of exceptional children who are hearing impaired and shall be endorsed as a Provisional Elementary Certificate valid for classroom teaching in grades one (1) through eight (8).

# Curriculum Standards
## TEC 63.0

Section 1.

The program of preparation for the Provisional Certificate for Teachers of Exceptional Children—Hearing Impaired shall consist of a four-year program including the bachelor's degree and including a general education component, a related studies component, a special education component, and a professional preparation component as described in these standards. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

The related studies component shall include 12 semester hours credit distributed as follows: School music—3 semester hours; School art—3 semester hours; and Mathematics for elementary school teachers—6 semester hours.

Section 3.

The special education component for the Provisional Certificate for Teachers of Exceptional Children—Hearing Impaired shall consist of a minimum of 33 semester hours credit to include the following preparation.

(1) Core Requirements, 18 semester hours

  (a) *Survey of special education* shall include:

    1. Definitions and descriptions of exceptional children
    2. Overviews of special education programs
    3. School and community resources
    4. Research findings related to exceptional children and youth
    5. Survey of speech disorders
    6. Language development and disabilities

  (b) *Special education methods and materials* shall include:

    1. Curriculum development for exceptional children
    2. Procedures for teaching reading, writing, arithmetic, science, and social studies to exceptional children
    3. Procedures for developing language in exceptional children
    4. Adaptive physical education and recreation

5. Classroom management of exceptional children
6. Utilization of prosthetic devices and equipment to overcome educational and physical disabilities
7. Techniques for observing and recording classroom behavior
8. Implementation and evaluation of special education instructional and management programs
9. Utilization of educational media and technology
10. Development and evaluation of special education instructional materials

(c) *Special education instructional programs* shall include:

1. Roles and procedures of the special education teacher in resource room programs, self-contained classrooms, and itinerant settings
2. Special education planning, scheduling, record keeping, reporting, and program evaluation
3. Inter-personal relationships
4. Utilization of special education support services
5. Working with parents of exceptional children
6. Special education professional development

(d) *Special education early childhood programs* shall include:

1. Curriculum modifications for pre-school exceptional children
2. Methods and materials for pre-school education of exceptional children
3. Concept and social development of pre-school exceptional children

(e) *Career education for exceptional children* shall include:

1. Procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment
2. Establishing and implementing work-study programs
3. Vocational and career education instructional methods and materials
4. Roles and responsibilities of vocational rehabilitation and other agencies in preparation of exceptional children for gainful employment

(2) Area Requirements, 15 semester hours

(a) *Educational assessment of hearing impaired children* shall include:

1. Principles of educational testing and measurement
2. Administration of formal and informal tests to determine specific educational strengths and deficits of hearing impaired children
3. Educationally relevant characteristics of hearing impaired children
4. Interpretation of educational assessments of hearing impaired children
5. Introduction to audiology, with emphasis on anatomy of the ear
6. Causes and types of hearing impairment
7. Interpretation of audiometric tests

(b) *Prescriptive programming for hearing impaired children* shall include:

1. Design, implementation, and evaluation of individualized programs based upon the educationally relevant characteristics of hearing impaired children
2. Curriculum design for hearing impaired children
3. Analysis and application of instructional materials used with hearing impaired children
4. Teaching of academic subjects to the hearing impaired
5. Methods of communication for the hearing impaired (oral, total/combined, manual)
6. Speech for the hearing impaired
7. Language for the hearing impaired
8. Aural rehabilitation

(c) *Field experiences with hearing impaired children* shall include supervised pre-student teaching experiences with hearing impaired children, such as observation, tutoring, or serving as a teacher aide.

Section 4.

The professional education component for the Provisional Certificate for Teachers of Exceptional Children—Hearing Impaired shall consist of a minimum of 35 semester hours credit to include the following content.

(1) Basic Concepts Concerning Education shall include: a study of teaching as a profession; the purpose of education in a democracy; an analysis of the functions of schools today; a study of classroom and school organization; the teacher's expanding roles in the education program; an analysis of each phase of the school program including guidance services, special education services, and library services; evaluation; and reporting on a system-wide, school-wide, and on an individual basis.

(2) Human Growth and Development and Learning Theory shall include: a study of how children grow, learn, and develop socially, physically, emotionally, and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; evaluation of learning processes; purposeful observation of the behavior of the child, adolescent, and youth. Preparation in an amount approximating two semester hours shall consist of the study of principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom to include: the identification of educationally relevant characteristics of gifted children and those with intellectual, emotional, physical, speech, language, auditory, and visual disabilities; utilization of relevant special education methods and materials; modification of the curriculum and classroom environment; and utilization of supportive services and personnel, including resource teachers.

(3) Fundamental Processes and Learning Materials shall include: a broad view of the teaching-learning processes, instructional materials, methodology, and innovative practices necessary to the total instructional program of the elementary school. This area shall include two sequential courses with strong reading components. The remaining preparation shall be distributed in such a way that specific instruction shall be given in mathematics, social studies, language arts, and science.

(4) Teaching in Early Childhood Programs shall include techniques, methods, and materials for designing and implementing educational programs for pre-school children; emphasis shall be on language development, social skills, and concept development.

(5) Supervised Student Teaching shall consist of 12 semester hours credit which shall include: experiences with normal children

in regular classroom instruction; experiences with hearing impaired children; and experiences with such instructional programming as resource rooms, special classes, and itinerant programs.

## E. ENDORSEMENT FOR TEACHING VISUALLY IMPAIRED PUPILS
## 704 KAR 20:255

Section 1.

(1) The endorsement for teaching visually impaired pupils shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds either the Provisional Elementary Certificate, the Provisional Middle School-Junior High School Certificate, or the Provisional High School Certificate and who has completed the approved program of preparation which corresponds to this endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The endorsement for teaching visually impaired pupils shall be valid for the same grade levels as the teaching certificate used as a base for the endorsement and shall have the same duration period as the base certificate.

## Curriculum Standards
## TEC 64.0

Section 1.

The program of preparation for the endorsement for teaching visually impaired pupils shall consist of a minimum of 21 semester hours credit to include the following.

(1) **Introduction to exceptional children** shall include: definitions and descriptions of exceptional children; and overview of special education programs; school and community resources; and research findings related to exceptional children and youth.

(2) **The human eye: perceptual alternatives** shall include: consideration of the general process of perception; understanding of

the way in which perceptual systems actively search for and interpret stimulation in order to acquire information about the environment in which the organism operates; the different perceptual systems (visual, auditory, haptic, proprioceptive) and their joint and cooperative functioning in the intact human.

(3) **Communication skills: alternatives for the visually impaired** shall include: a study of the broad spectrum of communication skills, such as braille, that have been found useful by visually impaired students; training in reading by listening.

(4) **Instructional methods and materials for the visually impaired** shall include: study of tangible teaching apparatus, large type materials, low vision aids, models, audio and printed materials.

(5) **Conceptual and social development of the visually impaired child** shall include: the perceptual cognitive, motor, emotional, and social development of the visually impaired child; the manner in which inter-personal relations and perceptual limitations may interact to inhibit conceptual and social development.

(6) **Daily living skills for the visually impaired** shall include: the numerous skills that must be mastered by the individual in order to manage himself with grace and competence in his physical and social environment; how these skills are acquired, in large part, through visual observation and imitation of others (because of reduced capacity for visual observation, visually impaired children are apt to be deficient in these skills and unaware of their deficiencies); emphasis on the importance of orientation and mobility skills.

(7) **Vocational objectives of the visually impaired child** shall include: general career planning and to those elements of career and job selection which are influenced by the presence of visual impairment; history of employment of the blind in both sheltered and competitive settings.

(8) **Observation and practicum in teaching the visually impaired child** shall include: experiences with group and individualized instruction and self-contained and resource classrooms.

## F. ENDORSEMENT FOR TEACHING MULTIPLE HANDICAPPED PUPILS
## 704 KAR 20:250

Section 1.

An endorsement for teaching multiple handicapped pupils shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds certification for teaching pupils with learning and behavior disorders or certification for teaching trainable mentally handicapped pupils and who has completed in addition thereto, the approved program of preparation for the endorsement for teaching multiple handicapped pupils at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

## Curriculum Standards
## TEC 65.0

Section 1.

The program of preparation for the endorsement for teaching multiple handicapped pupils shall consist of a minimum of 12 semester hours credit defined as follows.

(1) **Characteristics of children with multiple handicaps** shall include: a study of the etiology, characteristics, types, and prognoses of children with multiple functional and sensory handicaps; overview of research findings related to the multiple handicapped; administrative provisions; and agencies which provide services to programs for the multiple handicapped.

(2) **Intervention techniques for children with multiple handicaps** shall include: procedures for assessing behavioral deficits; identification of objectives; analysis and sequencing of adaptive behavioral skills; utilization of prosthetic devices and equipment; evaluation techniques based on direct observation and measurement; design of individualized instructional programs, including shaping, prompting, cueing, and errorless learning.

(3) **Language instruction for children with multiple handicaps** shall include: an overview of theories of language acquisition and instruction; specific procedures for assessing language deficits; and systematic language instruction techniques.

(4) **Practicum with multiple handicapped children** shall include: supervised field experience in settings that provide programs for the multiple handicapped; participation in multi-disciplinary treatment teams for assessment and program planning; and experiences in working with parents of multiple handicapped children.

## G. TEACHER CONSULTANT FOR SPECIAL EDUCATION 704 KAR 20:203

Section 1.

(1) The endorsement for teacher consultant for special education shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a provisional certificate for any category of special education, has completed at least three years experience as a special education teacher or as a teacher consultant, and who in addition thereto has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel. The approved program shall consist of thirty-nine (39) semester hours credit above the bachelor's degree level and shall include a master's degree or Planned Fifth Year Program in special education.

(2) The endorsement for teacher consultant for special education shall have the same duration period as the base certificate.

## Curriculum Standards
## TEC 68.0

Section 1.

As a prerequisite for the endorsement for teacher consultant for special education the applicant shall qualify for certification as a teacher of exceptional children in one of the recognized categories of exceptionality. In addition to the preparation as a teacher of exceptional children, the program shall consist of thirty-nine (39) semester hours credit which shall include: a master's degree or Planned Fifth Year Program in special education; a course in speech and communication disorders at the graduate or undergraduate level; and nine (9) semester hours graduate level credit defined as follows.

(1) **Special education curriculum development** shall include: a study of the development, adaptation, and evaluation of curricula, methods, materials, and resources; procedures for implementing and evaluating instructional programs in school settings.

(2) **Special education leadership development** shall include: a study of the roles and responsibilities of special education leadership personnel; procedures and techniques to develop effectiveness in interpersonal relationships, school and community activities, public relations, and consulting.

(3) **Practicum in special education consultation** shall include: supervised experiences in providing consultation related to programs for exceptional children.

## H. DIRECTOR OF SPECIAL EDUCATION
## 704 KAR 20:198

Section 1.

(1) The endorsement for director of special education shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a provisional certificate for any category of special education, has completed at least three years of experience as a teacher or teacher consultant of which two years are in special education, and who in addition thereto has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel. The approved program shall consist of forty-eight (48) semester hours credit above the bachelor's degree level and shall include a master's degree or Planned Fifth Year Program in special education.

(2) The endorsement for director of special education shall have the same duration period as the base certificate.

## Curriculum Standards
## TEC 69.0

Section 1.

As a prerequisite for the endorsement for director of special education the applicant shall qualify for certification as a teacher of exceptional children in one of the recognized categories of exceptionality. In addition to the preparation as a teacher of exceptional children, the program shall consist of forty-eight (48) semester hours credit which shall include: a master's degree or Planned Fifth Year Program in special education; a course in speech and communication disorders at the graduate or undergraduate level; and eighteen (18) semester hours graduate level credit defined as follows.

(1) **Special education curriculum development** shall include: a study of the development, adaptation, and evaluation of curricula, methods, materials, and resources; procedures for implementing and evaluating instructional programs in school settings.

(2) **Special education leadership development** shall include: a study of the roles and responsibilities of special education leadership personnel; emphasis on procedures and techniques to develop effectiveness in interpersonal relationships, school and community activities, public relations, and consulting.

(3) **Administration of special education programs** shall include: a study of the history and current status of the organization, administration, and supervision of educational programs for exceptional children at the local, state, and national levels; instruction relevant to administrative provisions, financing, legislative provisions, supportive services, supervisory practices, and program planning and development.

(4) **Practicum in special education administration in a public school setting** shall include: experiences with policies and procedures; record keeping systems and reports; supervision and consultation with special education teachers; utilization of supportive personnel and services; conducting in-service training; curriculum planning and development; and public relations.

(5) **Supervision of educational personnel** shall include: a study of procedures for recruitment, selection, role definition, assignment, scheduling, monitoring, supervising, and evaluating educational personnel; emphasis shall also be placed on in-service training procedures.

(6) **Principles of educational administration** shall include: a study of the historical development of educational administration, administrative processes; application of theory and values in decision making; and an introduction to modern management methods applied to education.

# XVI. GUIDANCE COUNSELOR PREPARATION-CERTIFICATION

## GUIDANCE COUNSELORS
## 704 KAR 20:130

Section 1.

(1) An endorsement as provisional certification for the position of guidance counselor shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds certification as an elementary or secondary teacher and has completed at least one (1) year of full-time classroom teaching experience and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The endorsement as provisional certification for the position of guidance counselor shall be valid for the same grade levels as the teaching certificate used as the base for the endorsement. Applicants using an elementary school certificate as the base shall follow the curriculum emphasis provided for the elementary level and applicants using a secondary teaching certificate as the base shall follow the curriculum emphasis provided for the secondary level as provided in the State Plan.

The Kentucky Council on Teacher Education and Certification has interpreted the above Section 1. (2) to mean that a teaching certificate valid for all twelve-grades (such as twelve-grade art, twelve-grade physical education, twelve-grade music, twelve-grade special education, twelve-grade school librarian) satisfies the prerequisite of an elementary school certificate for persons seeking an endorsement for guidance counselor at the elementary school level; however, in such instances the teaching experience prescribed in Section 1. (1) must have been done at the elementary school level.

(3) The endorsement as provisional certification for the position of guidance counselor shall have a duration period of five (5) years and may be renewed upon completion of a minimum of eight (8) semester hours of graduate credit every five (5) years selected from the program leading to the Standard Guidance Certificate.

Section 2.

(1) The Standard Guidance Certificate shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed at least one (1) year of experience as a full-time guidance counselor with provisional certification as a guidance counselor and who has completed the approval of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The duration period for the Standard Guidance Certificate shall be for continuing service.

Section 3.

Certification for the position of guidance counselor issued prior to September 1, 1970, and based on preparation programs described under 42.380 of former regulations may be renewed under the following provisions:

(1) Provisional certification issued initially for a period of ten (10) years may be renewed for each ten (10) year period on the basis of three (3) years experience as a guidance counselor.

(2) Provisional certification issued initially for a period of ten (10) years may be renewed for the next five (5) year period on three (3) years experience as a teacher or as a guidance counselor completed during the ten (10) years of initial issuance; for each five (5) year renewal period thereafter a minimum of eight (8) semester hours graduate credit shall be required selected from a program leading to the Standard Guidance Certificate.

## Curriculum Standards
## TEC 75.0

Section 1.

The program of preparation for the endorsement as provisional certification for the position of guidance counselor shall consist of a master's degree program which includes the curriculum for guidance counselor as outlined and defined in Section 3.

Section 2.

The program of preparation for the Standard Guidance Certificate shall consist of a 60 semester hour program of graduate study which includes the preparation for the endorsement as provisional certification for the position of guidance counselor, the master's degree, and an additional 30 semester hours graduate credit selected from the curriculum for guidance counselors and designed to give a greater depth of preparation and competency.

Section 3.

The curriculum areas for guidance counselors shall be defined as follows:

(1) Philosophy and Principles of Guidance and Pupil Personnel Services: philosophical principles underlying the basic services of an adequate program.

(2) Organization and Administration of Guidance and Personnel Services: organization and administration of guidance services as they relate to the total school program, emphasizing involvement of all school personnel, evaluation, referrals, facilities and financing.

(3) Appraisal, Assessment, and Understanding the Individual: individual and group instruments for individual appraisal (tests, inventories, anecdotal records); case study techniques, management of cumulative records; procedures in securing, recording, interpreting and using pertinent information about the individual.

(4) Developmental Processes, Personality, and Behavior Change: human growth and development, foundations and dynamics of human behavior and personality, learning theories and their applications, counseling and consultation with teachers, other school staff, and parents.

(5) Theories and Methods of Counseling: the major contemporary theories of counseling and a coverage of the relevant research findings, allowing for some time to be devoted to laboratory demonstration and participation.

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(6) (a) For High School Guidance Counseling: theoretical concepts emphasizing the relationship of value priorities, scope of experience, and educational aspirations to processes of career development; study of psychological, sociological, and economic influences upon career planning, interrelationship of educational, personal, social, and career guidance; the value and dignity of work as it contributes to self-realization; study of human and material resources; and procedures for a comprehensive program of vocational guidance at different school levels.

(b) For Elementary School Guidance Counseling: theories of career development, reorganization and utilization of occupational materials appropriate for elementary school children; techniques of working with teachers which will aid the pupil in career development.

(7) Group Guidance Procedures: the meaning, purposes, objectives, scope and methods of group guidance with emphasis on the articulation with all other educational activities.

(8) Supervised Experiences in Guidance and Counseling: supervised experiences in actual work with students in the school setting for which the individual plans to seek certification as a counselor and shall include those experiences appropriate for the implementation of a total school program.

(9) Investigation and Research Procedures: a study of the nature and functions of research in education, characteristics of the most commonly used types of research; practice in methodology; training in research utilization. This area shall also provide for studies in statistics, test and measurements, data processing, and programming techniques.

(10) Electives from General and/or Professional Education: to develop understanding and skills beyond the minimum requirements for the program.

# XVII. SCHOOL PSYCHOMETRIST PREPARATION-CERTIFICATION

## SCHOOL PSYCHOMETRIST
## 704 KAR 20:185

Section 1.

(1) Certification for School Psychometrist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) Certification for School Psychometrist shall be issued initially for a duration period of five (5) years and may be renewed for subsequent five (5) year periods upon completion within each period of two (2) years experience as a school psychometrist. If any portion of the renewal experience is not completed, the certificate may be renewed upon completion of six (6) semester hours of additional graduate credit appropriate for the position of school psychometrist.

## Curriculum Standards
## TEC 78.0

Section 1.

The program of preparation for the School Psychometrist shall consist of the prerequisite of either a bachelor's degree and a major in psychology or a regular teaching certificate and in addition thereto, the completion of a master's degree program which includes a minimum of 9 semester hours graduate credit in professional education and preparation in the following studies:

Philosophy, Organization and Administration of Pupil Personnel Services;

Human Development in Childhood and Adolescence;

Survey of Exceptional Children;

Personality and Adjustment;

Statistics;

Educational and Psychological Measurement;

Individual Testing; and

Supervised Practice in Psychometrics.

# XVIII. SCHOOL SOCIAL WORKER PREPARATION-CERTIFICATION

## SCHOOL SOCIAL WORKER
## 704 KAR 20:195

Section 1.

(1) The Provisional Certification for School Social Worker shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to this certification at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Provisional Certification for School Social Worker shall be issued initially for a duration period of ten (10) years and shall be renewed for another ten (10) year period only upon completion of the Planned Fifth Year Program. This certification may be extended for life upon completion of three (3) years of successful teaching experience on a regular certificate and upon completion of a Planned Fifth Year Program.

Although provisional certification has been authorized for the position of school social worker no plan has yet been adopted for standard certification. Nevertheless the guidelines indicate that holders of provisional certification must continue their preparation toward a planned fifth year program. The same curriculum standards stated below may be followed as a guide for attaining a greater depth of preparation for school social work. It should be noted, however, that only a few institutions can offer this advanced preparation. It is strongly recommended that plans be made well in advance if any of the preparation in school social work is to be transferred at a later date for graduate study at an institution accredited by the National Council on Social Work Education.

(3) The Provisional Certification for School Social Worker shall be issued to an applicant who holds a regular teaching certificate

for the elementary, middle school, or high school level and who completes eighteen (18) semester hours credit, including supervised practice in school social work, from the curriculum for school social worker emphasizing the social work portion of the program rather than the portion dealing with professional education.

Section 2.

Provisional Certification for School Social Worker may be issued for a one (1) year period on the basis of a professional commitment made by the applicant to complete the usual program of preparation at a minimum rate of six (6) semester hours each year provided the applicant holds a bachelor's degree, has completed at least six (6) semester hours credit from the approved curriculum for school social work, and secures an agreement from a prospective employer to adjust the annual work load to provide opportunity for earning the additional college credits on schedule and for participating in the work conferences conducted by the State Department of Education for school social workers.

## Curriculum Standards
## TEC 82.0

Section 1.

The program of preparation for the School Social Worker shall consist of a four-year program of preparation including a bachelor's degree and including a general education component and a professional preparation component. The general education component shall coincide with the standards included in the General Education Component of Teacher Preparation.

Section 2.

(1) The professional preparation component for provisional certification for the School Social Worker shall include a 30 semester hour major in school social work which shall consist of the six areas of study named and defined below.

(a) Philosophy, Organization and Administrative Relationship of the School Social Work Services: the philosophy and scope of services of an adequate program; functions and responsibilities of personnel involved, including the school social worker; procedures in organization; orientation of total faculty; program evaluation; referral procedures; and financing and facilities.

(b) Appraising, Assessment and Understanding the Individual: the study of human growth and development; case study techniques; management of cumulative records; procedures in securing, recording, interpreting, and using pertinent information about the home, school, community, and the individual; psychology, including educational psychology, general psychology, psychology of adolescence and psychology of the typical child; mental hygiene and social psychiatry, including dynamics of human behavior and psychopathology.

(c) Social Case work and Group Techniques to Include Group Dynamics: theory of social case work, introductory and advanced, including principles and practices in social case work, interviewing, and methods and skills in diagnosis.

(d) Utilization of Community Resources in School Social Work Services: securing and organizing valid social work information; procedures and resources for effective utilization of the information, involving relationships with the total school personnel; sociology and social problems, including courses dealing with delinquency, poverty, interracial and intercultural problems; community organization and public welfare services, including a study of the present legislation dealing with the case and protection of dependent, neglected handicapped and delinquent children and adults.

(e) Education Information: philosophy of education; history of education; principles and methods of elementary and secondary instruction; and curriculum.

(f) Supervised Practice in School Social Work: actual experience in a school environment where a comprehensive program of school social work services is in operation or in an agency where a full-time social work supervisor is employed.

(2) As an alternate plan, the professional component for provisional certification for School Social Worker may consist of one year of graduate study from the approved curriculum for social workers earned at an accredited school for professional social workers totaling at least 24 semester hours graduate credit.

# XIX. REHABILITATION CUONSELORS PREPARATION-CERTIFICATION

## REHABILITATION COUNSELORS
## 704 KAR 20:190

Section 1.

(1) The Standard Certificate for Rehabilitation Counselors shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved programs of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Standard Certificate for Rehabilitation Counselors shall be issued intially for a duration period of three (3) years. Subsequent renewals shall be made for a duration period of ten (10) years each, upon completion of three (3) years of successful experience within each duration period.

Section 2.

(1) The Provisional Certificate for Rehabilitation Counselors shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has a bachelor's degree in an academic field relating to the assignment, as determined by the Bureau of Rehabilitation Services.

(2) The provisional certificate shall have a duration period of two (2) years and shall be renewed for a ten (10) year period upon completion of the agency Regional Counselor Induction Training program consisting of six (6) weeks intensive classroom experience plus six (6) weeks supervised field practice and/or other in-service training as recommended and conducted by the State Department of Education, Bureau of Rehabilitation Services. Subsequent ten (10) year renewals shall be made upon the recommendation of the State Department of Education, Bureau of Rehabilitation Services, on the basis of satisfactory performance.

# Curriculum Standards
## TEC 84.0

Section 1.

The program of preparation for the Standard Certificate for Rehabilitation Counselors shall consist of a master's degree and the completion of an approved institutional curriculum which includes the following preparation as described.

(1) Introduction to Vocational Rehabilitation: basic concepts of rehabilitation; program philosophy; history and legal basis of the federal-state program; nature and extent of disability; trends in rehabilitation; and introduction to the rehabilitation process.

(2) Introduction to the Medical Aspects of Rehabilitation Counseling: basic orientation to medical aspects of disability; rehabilitation implications of common disability categories; basic anatomy, physiology, and pathology; standards for adequate medical evaluation; interpretation of medical evaluation; and methods for full utilization of the medical community and use of medical consultation.

(3) Fundamentals of Vocational Rehabilitation Counseling Practices: principles, techniques, and methods of counseling; fundamental aspects of human growth and behavior; counseling techniques for specific disability circumstances and settings.

(4) Special Problems in Rehabilitation: techniques for selected disability problems such as mental retardation, emotional disturbances, blindness, and deafness; use of community resources; and other selected special-emphasis areas.

(5) Supervised Practice in Vocational Rehabilitation Counseling

# XX. SCHOOL ADMINISTRATION AND SUPERVISION PREPARATION-CERTIFICATION

## A. PROFESSIONAL CERTIFICATE FOR SCHOOL ADMINISTRATION AND SUPERVISION

## 704 KAR 20:100

Section 1.

(1) The Professional Certificate for School Administration and Supervision shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation for one of the school leadership positions—elementary school principal, middle school-junior high school principal, secondary school principal, director of pupil personnel, or school superintendent—at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Professional Certificate for School Administration and Supervision shall be endorsed for the specific position for which the program of preparation has been completed. Once the certificate has been issued and endorsed for one (1) position it may be further endorsed for any of the other school leadership positions upon completion of the corresponding program of preparation. The Professional Certificate for School Administration and Supervision may also be endorsed to show other programs of preparation-certification for which the holder is qualified.

(3) As a prerequisite to the issuance of the Professional Certificate for School Administration and Supervision with an endorsement for the position of School Superintendent the applicant shall have completed five (5) years successful school teaching and/or school administrative experience. As a prerequisite to the issuance of the certificate with an endorsement for any of the other school leadership positions the applicant shall have completed three (3) years of successful teaching experience.

(4) The duration of the Professional Certificate for School Administration and Supervision shall be for continuing service.

Section 2.

The Professional Certificate for School Administration and Supervision, endorsed for Secondary School Principal, may be endorsed for a one (1) year period for the position of Elementary School Principal upon completion of at least eight (8) semester hours graduate credit selected from the endorsement curriculum and upon recommendation from the superintendent of the local district in which the applicant is to be employed as an elementary school principal. The endorsement may be extended for subsequent years upon completion of at least six (6) semester hours graduate credit annually until the total program has been completed.

Section 3.

The older type certificates which are still in force and valid for the position of secondary school principal may be endorsed for the position of Elementary School Principal in accordance with the same provisions outlined in Section 2 of this regulation.

## B. INTERNSHIP PLAN FOR THE POSITION OF ASSISTANT SUPERINTENDENT
### 704 KAR 3:040, Section 1. (2)

The Superintendent of Public Instruction will approve the employment of an assistant superintendent on an internship basis under the following conditions:

(a) The request shall be made by the local school superintendent and approved by the local board of education.

(b) The prospective assistant superintendent shall have been admitted to the program of preparation-certification for the school superintendency by the teacher education institution and shall lack no more than fifteen (15) semester hours graduate credit for the completion of the total program.

(c) The internship program shall be planned jointly by the teacher education institution and the local school superintendent and shall include provisions for completing the academic requirements within a two (2) year maximum period with at least nine (9) semester hours progress the first year.

### C. INTERNSHIP PLAN FOR THE POSITION OF ASSISTANT PRINCIPAL
### 704 KAR 3.050, Section 2., (2)

The Superintendent of Public Instruction will approve the employment of an assistant principal on an internship basis under the following conditions:

(a) The request shall be made by the local school superintendent and approved by the local board of education.

(b) The prospective assistant principal shall have been admitted to the program of preparation-certification for the school principalship by the teacher education institution and shall lack no more than nine (9) semester hours graduate credit for the completion of the total program.

(c) The internship program shall be planned jointly by the teacher education institution and the local school superintendent and must include provisions for completing certification requirements for principalship before September 1 of the following school year.

## Curriculum Standards
## ELEMENTARY SCHOOL PRINCIPAL
## TEC 88.1

Section 1.

The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Elementary School Principal, shall consist of a minimum of 45 semester hours graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for the Standard Elementary Certificate which shall have included 9 semester hours graduate credit selected from:
    (a) A general study of curriculum development
    (b) Research methodology
    (c) Advanced study in human growth and development
    (d) Advanced study in reading (required)
    (e) The psychology of learning
    (f) A seminar in instruction devoted to methods of teaching
    (g) Foundations in education—sociological, psychological, philosophical, historical.

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(2) Curriculum construction in the elementary school (prerequisite, a general study of curriculum development)

(3) Administration of the elementary school

(4) Supervision of instruction with emphasis on education leadership

(5) Guidance and counseling

(6) Educational and psychological testing

(7) Seminar in administration.

Section 2.

The program of preparation for the further endorsement for the position of Elementary School Principal of a Professional Certificate for School Administration and Supervision which has been endorsed for the position of Secondary School Principal shall consist of 15 semester hours graduate credit including course work in the elementary school principalship, the teaching of reading, and the curriculum of the elementary school, with accompanying laboratory experiences in the elementary school.

## Curriculum Standards
## MIDDLE-SCHOOL—JUNIOR HIGH PRINCIPAL
## TEC 88.2

Section 1.

The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Middle School—Junior High Principal, shall consist of a minimum of 45 semester hours graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for the Standard Middle School-Junior High School Certificate which shall have included 9 semester hours graduate credit selected from:

  (a) A general study of curriculum development

  (b) Research methodology

  (c) Advanced study in human growth and development

  (d) The psychology of learning

  (e) A seminar in instruction devoted to the method of teaching

  (f) Foundations in education—sociological, psychological, philosophical, historical.

(2) Curriculum construction in the middle school-junior high school (prerequisite, a general study of curriculum development)

(3) Administration of the middle school-junior high school

(4) Supervision of instruction with emphasis on educational leadership

(5) Guidance and counseling

(6) Educational and psychological testing

(7) Seminar in administration

(8) Developmental psychology of the middle school-junior high school age child

(9) The teaching of reading and the language arts.

## Curriculum Standards
## SECONDARY SCHOOL PRINCIPAL
## TEC 88.3

Section 1.

The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Secondary School Principal, shall consist of a minimum of 45 semester hours graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for the Standard High School Certificate which shall have included 9 semester hours graduate credit selected from:
    (a) A general study of curriculum development
    (b) Research methodology
    (c) Advanced study in human growth and development
    (d) The psychology of learning
    (e) A seminar in instruction devoted to the method of teaching
    (f) Foundations in education—sociological, psychological, philosophical, historical.

(2) Curriculum construction in the secondary school (prerequisite, a general study of curriculum development)

(3) Administration of the secondary school

(4) Supervision of instruction with emphasis on educational leadership

(5) Guidance and counseling

(6) Educational and psychological testing

(7) Seminar in administration.

## Curriculum Standards
## SUPERVISOR OF INSTRUCTION
## TEC 88.4

Section 1.

The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Supervisor of Instruction, shall consist of a minimum of 45 semester hours graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for either the Standard Elementary Certificate or the Standard High School Certificate which shall have included 9 semester hours graduate credit selected from:
   (a) A general study of curriculum development
   (b) Research methodology
   (c) A seminar in instruction devoted to the methodology of teaching
   (d) Foundations in education
   (e) Advanced study of human growth and development
   (f) Psychology of learning

(2) Advanced study of reading instruction (prerequisite, Teaching of Reading)

(3) Curriculum construction at the elementary school level

(4) Curriculum construction at the secondary school level

(5) Supervision of instruction with emphasis on educational leadership

(6) Group dynamics

(7) School and community relations

(8) Educational and psychological testing

(9) Instructional programming for the exceptional children—academically talented, remedial work, handicapped, retarded

(10) Seminar in administration

(11) Special preparation in subject matter areas.

# Curriculum Standards
# DIRECTOR OF PUPIL PERSONNEL
# TEC 88.5

Section 1.

The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of Director of Pupil Personnel, shall consist of a minimum of 45 semester hours graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for either the Standard Elementary Certificate or the Standard High School Certificate which shall have included 9 semester hours graduate credit selected from:

  (a) A general study of curriculum development

  (b) Research methodology

  (c) Advanced study in human growth and development

  (d) The psychology of learning

  (e) A seminar in instruction devoted to the method of teaching

  (f) Foundations in education—sociological, psychological, philosophical, historical

(2) Basic Concepts of Pupil Personnel Services—3 to 4 semester hours. The specific duties and functions involved in administering pupil personnel services—such as attendance services; guidance services; school health services; school psychological services; school social work services; and the other duties, services and responsibilities defined in the statutory provisions for the position of director of pupil personnel.

(3) Basic Concepts in Pupil Appraisal—7 to 10 semester hours. Emphasis on the behavioral sciences, including an understanding of human growth and development; abnormal psychology; the exceptional child; the family; and the community.

(4) Pupil Personnel Accounting and Records Management—3 to 4 semester hours. The specific procedures in pupil accounting which are the responsibility of the director of pupil personnel; systematized records management including some attention to machine data processing.

# Curriculum Standards
# SCHOOL SUPERINTENDENT
# TEC 88.6

Section 1.

The program of preparation for the Professional Certificate for School Administration and Supervision, endorsed for the position of School Superintendent, shall consist of a minimum of 60 semester hours graduate credit, including the master's degree, and shall include the following preparation.

(1) The program of preparation for either the Standard Elementary Certificate or the Standard High School Certificate which shall have included 9 semester hours graduate credit selected from:

   (a) A general study of curriculum development

   (b) Research methodology

   (c) Advanced study in human growth and development

   (d) The psychology of learning

   (e) A seminar in instruction devoted to the method of teaching

   (f) Foundations in education—sociological, psychological, philosophical, historical.

(2) Professional education and academic courses, in relation to the student's needs, designed to develop the desired competencies in the four areas—theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences shall be drawn from supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content. In addition, experiences in such fields as the following should provide good preparation for the school leaders: sociology, psychology, anthropology, economics, business administration, and political science.

# XXI. SCHOOL BUSINESS ADMINISTRATOR PREPARATION-CERTIFICATION

## SCHOOL BUSINESS ADMINISTRATOR

## 704 KAR 20:110

Section 1.

(1) The Standard Certificate for School Business Administrator shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has had at least two (2) years successful experience in government, business, or education as required for provisional certification and in addition has completed three (3) years experience as a school business administrator and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The duration period for the Standard Certificate for School Business Administrator shall be for continuing service.

Section 2.

(1) The Provisional Certificate for School Business Administrator shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has a bachelor's degree and at least two (2) years successful experience in government, business, or education and who has completed at least eighteen (18) semester hours credit selected from the curriculum required for the standard certificate and in accordance with the program requirements of the preparing institution.

(2) The Provisional Certificate for School Business Administrator will be issued on the condition that upon employment in the position the holder will participate fully in the work conference held by the State Department of Education as in-service education.

(3) The provisional certificate shall have a duration period of four (4) years and will be subject to renewal once upon completion of eight (8) semester hours credit selected from the curriculum for the standard certificate.

# Curriculum Standards
# TEC 86.0

Section 1.

The program of preparation for the Standard Certificate for School Business Administrator shall consist of a master's degree and the completion of an approved institutional curriculum which includes the following preparation at either the graduate or undergraduate level:

History and Philosophy of Education;
School Organization and Administration (two courses);
School Law;
Business Law;
Principles of Accounting (a two course sequence);
Governmental or Public School Accounting;
Public Finance and Taxation;
Public School Finance;
School Plant Planning; and
Office and Personnel Management.

# XXII. VOCATIONAL EDUCATION PREPARATION-CERTIFICATION

"Vocational education" continues to grow rapidly in scope and in diversity. As a consequence, the provisions for preparation of teachers of vocational education must change as well.

Please refer to Chapter X for the programs of preparation-certification leading to the Provisional High School Certificates for vocational agriculture, vocational home economics, distributive education, business and office education, health occupations, and vocational industrial and technical education.

Following a change in the Federal guidelines relating to vocational education the Kentucky State Board of Education has ordered an immediate study to integrate the programs in industrial arts with the programs for industrial education. The Kentucky Council on Teacher Education and Certification has activated a study committee for vocational education which has been given this task insofar as teacher preparation is concerned.

Three phases of instruction in industrial education have been identified for the public schools and for the vocational schools: (1) orientation, (2) exploration, and (3) preparation.

The orientation and exploration phases represent an expanded concept which include not only the former instructional offerings under industrial arts, but also an emphasis on career education approach to the world of industry and technology.

The teacher preparation for the orientation and exploration phases appear to be developing in the direction of a bachelor's degree four-year program which includes a specified amount of supervised work experience.

The preparation phase corresponds to the specialized preparation for teaching a specific occupational skill such as auto mechanics, electricity, carpentry, etc. in the high schools and in the vocational schools.

At this writing, the following observations may be helpful in anticipating the changes which might be expected in the near future.

1. There is a reaffirmation of the need for work experience as an essential prerequisite for teaching the preparation phase. There

is recognition that supervised work experience, yielding college credit, may be a satisfactory alternative for persons without prior work experience.

2. There appears to be general agreement that certification based upon a bachelor's degree program should be created to give recognition to persons who aspire to complete a four-year college program of teacher preparation in this area. There appears to be no intention to make the degree requirement mandatory either for beginning teachers or as an eventual requirement for upgrading.
3. There is growing support for establishing a two-year college preparation program as a standard level of preparation, but with the commitment that teacher education institutions shall evalute competency and proficiency gained from previous experience and award appropriate college credit to apply on the two-year program. There is growing support for the notion that any teacher recruited for trade and industrial education should upgrade on a regular basis toward completion of the two-year program.
4. There appears to be agreement that for the foreseeable future, for many occupational areas, it will still be necessary to recruit persons with appropriate work experience to teach their respective occupational areas.

## A. VOCATIONAL EDUCATION CERTIFICATION 704 KAR 20:220

Section 1. Areas Covered by Vocational Education Certification

The Certificate for Vocational Education is established for the following subject areas:

(1) Health—any recognized occupational area for which programs may be offered under the State Plan for Vocational Education

(2) Technical—any recognized occupational area for which programs may be offered under the State Plan for Vocational Education

(3) Trades and Industry—any recognized occupational area for which programs may be offered under the State Plan for Vocational Education

## Section 2. Issuance of One-Year Certificate

(1) A Certificate for Vocational Education valid for one (1) year shall be issued initially upon high school graduation or its equivalence determined by evidence of an acceptable score on a GED test administered by an approved testing center and three (3) years of successful and appropriate occupational experience in the area to be taught. Adequacy of work experience shall be determined by the Department of Education. One year of occupational experience shall be equated with 2,000 clock hours. The certificate will be valid for teaching only the subject stated on the face of the certificate.

(2) A maximum of one (1) year of the required work experience may be satisfied by completion of one (1) year of additional education beyond high school graduation or its equivalence in the state approved preparatory vocational education program for the occupation to be taught. The one (1) year of additional education beyond high school graduation may be equated with thirty (30) semester hours of college credit or 1,320 clock hours of other approved postsecondary instruction.

(3) A graduate of the state approved preparatory vocational education program for the occupation to be taught plus the completion of an associate degree program approved for the preparation of vocational technical teachers may be certified to teach in a particular vocational field.

## Section 3. Renewal of One-Year Certificate

(1) The first renewal of the one (1) year Certificate for Vocational Education shall be made for full-time instructors upon satisfactory teaching experience gained during the life of the certificate and upon completion of six (6) semester hours of additional credit in professional education earned as a part of an approved curriculum for vocational teacher preparation.

(2) Subsequent renewals for full-time instructors shall be made upon completion of four (4) semester hours of additional credit from an associate degree or baccalaureate degree program approved for vocational teacher preparation.

(3) Upon request of the teacher and prior approval by the Department of Education, the one (1) year certificate may be renewed upon completion of four (4) semester hours of additional credit in a course or institute designed to give special assistance to the specific needs of the teacher and is accepted for credit

in an approved vocational teacher education institution. These credit hours do not reduce the number of hours of credit in professional education required for the ten (10) year certificate.

(4) If the applicant has completed all course requirements, the certificate may be renewed upon satisfactory teaching experience gained each year during the life of the certificate until the teaching requirement is met for the ten (10) year certificate.

(5) When the teaching position cannot be filled by a fully qualified teacher with a bona fide certificate, then an applicant holding a one (1) year Certificate for Vocational Education but who is unable to meet the renewal requirements of four (4) additional semester hours, may have the certificate renewed when the extenuating circumstances have been adequately documented and the renewal has been approved by the Department of Education.

Section 4. Issuance of Ten-Year Certificate

(1) A Certificate for Vocational Education may be issued for a ten (10) year period when the applicant has completed four (4) years of satisfactory teaching experience in an approved program operated under the State Plan for Vocational Education and has completed one of the following educational programs:

  (a) If an undergraduate, completion of twenty-four (24) semester hours of credit in professional courses or eighteen (18) semester hours of credit in professional courses and six (6) semester hours of credit in basic or technical courses included in an approved curriculum for vocational teacher preparation

  (b) If a graduate of an approved associate degree program in vocational education, completion of eighteen (18) semester hours credit in professional courses included in an approved curriculum for vocational teacher preparation

  (c) If a college graduate with a baccalaureate degree, completion of eighteen (18) semester hours credit in professional courses included in an approved curriculum for vocational teacher preparation

(2) The program offerings constituting the approved professional education courses shall be drawn from the following curriculum areas and shall include minimum preparation as indicated: Vocational Education Foundations—four (4) semester hours; Vocational Education Curriculum and Course Construction—

four (4) semester hours; Method in Teaching—four (4) semester hours; Research—two (2) semester hours; Vocational Guidance; Personnel Placement; Administration; and Supervision.

## Section 5. Renewal of Ten-Year Certificate

The ten (10) year Certificate for Vocational Education may be renewed for a ten (10) year period upon three (3) years of successful experience in a vocational education program operated under the State Plan for Vocational Education provided the applicant can show that he has kept abreast of modern practices in the vocational subject he is teaching, or it may be renewed upon completion of six (6) semester hours of approved college work in the area of his need. Two (2) semester hours of approved college work in the area of his need may be substituted for one (1) of the years of successful experience in an approved vocational education program.

## Section 6. Validation of High School Certificates

When requirements have been met for the issuance or renewal of a one (1) year or a ten (10) year certificate in a vocational education field, a holder of a high school certificate may have that certificate validated for the same subject and for the same length of time as provided for under regulations for issuance or renewal of the Certificate for Vocational Education.

## Section 7. Part-Time or Short-Term Service

Certification for a part-time or short-term special vocational education teacher shall be issued upon high school graduation or its equivalence and two (2) years of responsible work experience in the occupation to be taught. The certificate shall be valid for one (1) year for teaching the special subject stated on the face of the certificate.

## Section 8. Vocational Education Specialist

Certification for a vocational education specialist shall be issued upon the basis of unique knowledge or experience or special preparation that qualifies the person to be outstanding in the vocational subject to be taught. The determination of such qualifications shall be made by the Department of Education. The certificate shall be valid for one year for teaching the specific subject stated on the face of the certificate.

Section 9. Employment Eligibility for Vocational Certification

The one (1) year and ten (10) year Certificates for Vocational Education shall be issued and renewed only for vocational teachers employed by public schools or by the State Department of Education.

Section 10. Validity of Old Type Certificates

(1) The validity of any T and I Certificate which is in force on June 30, 1971, shall not be impaired by the revisions of July 1, 1971, and such certificates shall be renewed on the basis of the statutes and regulations under which the certificate was originally issued.

(2) All teachers of industrial arts, who hold the two (2) year T and I Certificates issued on or before the effective date of the New School Code, September, 1935, may have their certificates renewed every two (2) years on the basis of two (2) years' teaching experience or completion of six (6) semester hours of standard college work. A teacher of industrial arts as used in this regulation means a teacher employed in the public schools to teach industrial arts to full-time, regularly enrolled students in junior high schools and/or senior high schools, that do not meet the requirements of the State Plan for Trade and Industrial Education (adopted September 21, 1945).

## B. CERTIFICATE FOR ADMINISTRATION, SUPERVISION, AND COORDINATION OF VOCATIONAL EDUCATION 704 KAR 20:215

Section 1.

(1) The Certificate for Administration, Supervision, and Coordination of Vocational Education shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has at least two (2) years of teaching experience in a vocational education teaching assignment and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

(2) The Certificate for Administration, Supervision, and Coordination of Vocational Education does not of itself qualify the

holder for any vocational education position but rather it is designated as one of the several requirements for certain positions of administration, supervision, and coordination as identified in the Kentucky State Plan for Vocational Education.

(3) The duration of the Certificate for Administration, Supervision, and Coordination of Vocational Education shall be for continuing service.

(4) The Certificate for Administration, Supervision, and Coordination of Vocational Education programs may be issued for an initial period of one (1) year upon completion of eight (8) semester hours of credit selected from the prescribed curriculum and upon completion of the other non-academic prerequisites. The remaining curriculum requirements shall be completed by September 1 of the calendar year following the year of initial issuance. The certificate may then be renewed for continuing service.

(5) When a qualified person is not available for a critical administrative position, the Superintendent of Public Instruction may approve a one (1) year endorsement of a vocational teaching certificate for the administration, supervision, and coordination of vocational education, provided the application includes a plan of in-service growth and development showing how the applicant and his employer will work toward meeting the full requirements.

## Curriculum Standards
## TEC 90.0

Section 1.

The program of preparation for the Certificate for Administration, Supervision, and Coordination of Vocational Education shall be based on the prerequisite of a bachelor's degree and the preparation for a ten-year teaching certificate for any one of the areas of vocational education authorized in the Kentucky State Plan for Vocational Education and in addition thereto shall consist of a minimum of 15 semester hours of graduate level credit including the following:

(1) Organization and administration of vocational education

(2) Administration and supervision of education personnel

(3) Program planning, research, and evaluation in vocational education

(4) Vocational guidance; industrial psychology; human relations

# XXIII. EMERGENCY CERTIFICATION
## 704 KAR 20:120

Section 1.

(1) In order to comply with KRS 161.100 in establishing the need for employing emergency teaching personnel the superintendent of the local school district and the board of education shall make the following declaration to the Superintendent of Public Instruction on request forms supplied by his office.

(a) No qualified teachers have applied for the vacant position and to our knowledge qualified teachers are not available for the position.

(b) Diligent efforts have been made to recruit a qualified teacher for the vacant position, and furthermore, this vacancy has been made known locally by appropriate means.

(c) The local school district has been unsuccessful in recruiting teachers for the vacant position either from the listings of teachers supplied by the State Department of Education or by means of the placement services of the teacher education institutions.

(d) The position will be filled by the best qualified person available, giving preference to the factors of academic preparation, prior teaching experience or related educational work, and personal attributes compatible with the demands of the teaching profession.

(2) The Superintendent of Public Instruction, depending upon his assessment of the need for the position and the availability or anticipated availability of qualified personnel, shall approve or disapprove a request for the employment of emergency teaching personnel. The term of validity of an emergency certificate may be limited to a period less than the full school year; the beginning date shall be no earlier than the date the request form is received in the Department of Education.

(3) A separate application form signed by the local school superintendent and approved by the local board of education shall be submitted for each anticipated emergency position. The application shall be accompaned by official transcripts of all college credits earned by the prospective emergency teacher.

# APPENDIX I

The General Education Component of Teacher Preparation was adopted by the State Board of Education upon recommendation of the Kentucky Council on Teacher Education and Certification. A committee of the Council conducted a one-year study which included the distribution of a draft statement for review by the teacher education institutions and the distribution of a second revised draft to the institutions as well as securing additional information by questionnaire and by personal involvement.

Of necessity state regulations must be brief and tend to be more directive than definitive; consequently, the Committee on General Education prepared the following explanatory notes to further interpret or clarify the meaning and general intent of the regulations on the General Education Component of Teacher Preparation.

## Explanatory Notes
## to
## STATEMENT ON GENERAL EDUCATION

### A. GENERAL

The "approved program" approach in evaluating teacher certification programs, already established in Kentucky, is set forth in 704 KAR 15:020, Evaluation and Approval of Teacher Preparation Curricula. The Statement on General Education does not envision any change in this basic procedure. Consonant with the "approved program" approach, the Statement attempts only to indicate the objectives to be achieved, not to prescribe the means by which each institution achieves them. Hence nothing in the Statement should be read as requiring either a specific course or a specific method of evaluation.

It should be emphasized that the Statement is proposed as a guide in the preparation of institutional programs, and *not* as a set of requirements which the student or his advisor will have to interpret independently. The Statement is brief and general by design; its specific interpretation will be spelled out by each institution in the program it submits for approval.

Some terms used in the Statement call for a brief initial explanation. The word "demonstrate," which appears throughout, is used in its ordinary nontechnical sense and neither implies nor excludes evaluation through the use of behavioral objectives. "Understanding" and such related terms as "knowledge," "comprehension," appreciation," "ability," "awareness," and "level of skill," whenever used in the Statement, designate that level of understanding (knowledge, skill, etc.) which may reasonably be expected of an educated person in a field in which he or she is *not* a specialist.

As far as possible, the Statement has been written without reference to specific academic courses or fields of study. In particular, it avoids the traditional humanities/natural science/social science division used in the current regulations. By emphasizing the competencies to be developed in the student, the Statement underlines the generally acknowledged truth that a given student competency is not necessarily the result of any particular educational experience, but rather may emerge as the joint product of several such experiences, each of which may also contribute to developing still other competencies. To repeat: the Statement should not be read with the idea that each section of it implies a course; it is entirely conceivable that an institution may wish to distribute the credit hours in grants for a particular educational experience between two or more of the objectives set forth here.

Nor does the Statement intend to abridge the institution's prerogative of awarding credit on a basis other than traditional course work. Current regulations (704 KAR 20:030, Proficiency Evaluation) allow institutions a very large measure of freedom in formulating the policies by which they determine student competency, and the Statement will not change this.

It is the purpose of the following explanatory notes to further clarify the intent of certain sections of the Statement while avoiding both exhaustive listing and definitive classification. It should be noted at this point that in *no* case is an order of listing intended to suggest an order of importance or preference.

## B. NOTES ON SPECIFIC SECTIONS OF THE STATEMENT

### 1. Section 1. (1) (a) 3.

The word "reasonable" is intended to allow the adaptation of this requirement to any physical limitations the individual may have. "Activities" includes, but is not limited to, the traditional athletic and physical education activites.

### 2. Section 1. (1) (b)

It is anticipated that this guideline will most commonly be met by *appropriately designed* courses in philosophy, art, music, religion, and literature (or some selection from or combination of these), or by interdisciplinary courses in humanities. It is *not* intended, however, that a course be accepted as meeting this guideline simply by virtue of carrying one of these subject matter designations.

3. **Section 1. (1) (c)**

   "Medium or activity" includes, but is not limited to, the traditional verbal, visual, and performing arts. There are obvious instances of activities which might be considered equally appropriate here or under Section 1. (1) (a) 3. or Section 1. (2) (b). It is not the intent of the Statement to draw definitive lines of distinction between these three guidelines; the governing criterion is that the activity should be clearly appropriate to the guideline it purports to fulfill.

4. **Section 1. (2) (b)**

   The ordering of options in this section is not intended to suggest any order of preference, nor is the list intended to be exhaustive. "Communications" includes, but is not limited to, speech and forensics, journalism, electronic media communications, graphics, and creative writing.

5. **Section 1. (3)**

   The word "social," as used in this section, includes historical, political, economic, sociological, technological, and cultural considerations. It is anticipated that this guideline will most commonly be met by *appropriately designed* courses in biology, chemistry, physics, astronomy, geology, anthropology, psychology, sociology, political science, history, and economics (or some selection from or combination of these), or by interdisciplinary courses in the natural and social sciences. It is *not* intended, however, that a course be accepted as meeting this guideline simply by virtue of carrying one of these subject matter designations.

# APPENDIX II

## SCHOOL LIBRARIAN CERTIFICATION (old standards being phased out) 704 KAR 20:140

Section 1.

A certificate that is valid for classroom teaching at the high school level may be endorsed for the position of high school librarian upon completion of the approved program of preparation which corresponds to this endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel. When endorsed for the position of high school librarian the certificate may be further endorsed for the position of elementary school librarian upon completion of at least six (6) semester hours credit including the Teaching of Reading and the Elementary School Curriculum.

Section 2.

A certificate that is valid for classroom teaching at the elementary school level may be endorsed for the position of elementary school librarian upon completion of the approved program of preparation which corresponds to this endorsement at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel. When endorsed for the position of elementary school librarian the certificate may be further endorsed for the position of high school librarian upon completion of a course dealing with the Secondary School Curriculum.

Section 3.

(1) The Standard Certificate for School Librarianship, valid for the position of high school librarian, shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved programs of preparation for the Provisional High School Certificate and for the Standard Certificate for School Librarianship at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel. The Standard Certificate for School Librarianship, valid for the position of high school

librarian, may be further endorsed for the position of elementary school librarian upon completion of at least six (6) semester hours credit including the Teaching of Reading and the Elementary School Curriculum.

(2) The Standard Certificate for School Librarianship, valid for the position of elementary school librarian, shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved programs of preparation for the Provisional Elementary Certificate and for the Standard Certificate for School Librarianship at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel. The Standard Certificate for School Librarianship, valid for the position of elementary school librarian, may be further endorsed for the position of high school librarian upon completion of a course dealing with the Secondary School Curriculum.

(3) The Standard Certificate for School Librarianship shall be issued initially for a duration period of ten (10) years and shall be extended for life upon three (3) years of successful experience as a teacher or librarian on a regular certificate completed prior to the expiration of the certificate. If the requirements for life extension have not been completed by the end of the ten (10) year period, the certificate may be renewed at the end of each ten (10) year period upon completion of two (2) years of successful experience as a teacher or librarian or upon six (6) semester hours graduate credit for each of the years required experience.

Section 4.

Persons enrolled for any of the school librarian preparation programs described in this regulation prior to the 1975-76 school term must complete the entire program by September 1, 1979, in order to qualify for certification. Persons intending to prepare for a professional position relating to school library services and beginning the program of preparation during the 1975-76 school term or thereafter shall follow the program of preparation-certification for the position of school media librarian or school media specialist.

# Curriculum Standards
# TEC 70.0

Section 1.

The program of preparation for a certificate endorsement of school librarian shall include: school library organization and administration—3 semester hours; books, references and related materials for children and young people—9 semester hours; cataloging and classification—3 semester hours; and supervised school library practice—3 semester hours. The endorsement for school librarian shall be valid for the same grade level as the classroom teacher certification used as the base certificate for the endorsement.

Section 2.

The program of preparation for the Standard Certificate for School Librarianship shall consist of a master's degree and shall include the following preparation as either graduate or undergraduate credits: school library organization and administration—3 semester hours; books, references and related materials for children and young people—9 semester hours; cataloging and classification—3 semester hours; supervised school library practice—3 semester hours; and electives in library science related to the work of the school librarian—9 semester hours.

# APPENDIX III

The Kentucky Council on Teacher Education and Certification, after a two-year study by its Committee on Special Education, and after submitting a set of proposed programs for wide circulation and review, recommended the final draft of the proposals to the State Board of Education for adoption. The following statements have been excerpted from the report of the study committee with very little editing. These statements provide an insight into the rationale for the program development as well as information on the intent to be served by the preparation programs.

## A. CIRCUMSTANCES, PROBLEMS, AND ISSUES RELATING TO THE PREPARATION OF TEACHERS FOR EXCEPTIONAL CHILDREN

The Council and the committee have engaged in perhaps the most comprehensive study and review of the preparation-certification of teachers of exceptional children that has ever been conducted in Kentucky or elsewhere. Many controversial issues had to be faced and reconciled. It may be well to identify some of the circumstances, problems, and issues.

1. The programs must be in keeping with the Kentucky statutes as enacted or amended by the 1974 session of the Kentucky General Assembly with respect to purpose and terminology.
2. The programs for teacher preparation must be in keeping with the plans of instruction for exceptional children as adopted by the Kentucky State Board of Education.
3. Generally speaking, most employers requested that the teachers of exceptional children also be prepared to teach in normal classroom situations as well.
4. The teacher educators stated the point of view that in order to be held accountable for preparing competent teachers of exceptional children a more intensive preparation was needed than is depicted in previous regulations.
5. Many groups have complained about the "categorization" of special education into so many classifications and the seeming inflexibility that this created.
6. While it is envisioned that persons already prepared as elementary or secondary teachers will continue to have the opportunity to take additional preparation to prepare for teaching

exceptional children, the major thrust is now in the direction of undergraduate programs which involve teacher candidates in many direct experiences with exceptional children over a three or four year time span.

7. The preparation of teachers should perhaps be more comprehensive than for the categories formerly in use. A broader approach to teacher preparation is illustrated below.

| New Teacher Preparation Classifications | Former Classifications |
|---|---|
| Learning and behavioral disorders | Educable mentally retarded<br>Orthopedically handicapped<br>Neurologically impaired*<br>Emotionally disturbed* |
| Trainable mentally handicapped | Trainable mentally retarded |
| Hearing impaired | Hard of hearing<br>Deaf |
| Visually impaired | Partially seeing<br>Blind |
| Multiple handicapped | No provision* |
| Speech and communication disorders | Speech and hearing |

8. In view of the recent developments and movements in instruction of exceptional children—such as "mainstreaming" and resource rooms—the teacher of exceptional children should be prepared for a variety of instructional strategies. The teacher of exceptional children must be able to work with the regular classroom teachers with respect to the exceptional children who may be placed in the regular classroom for a portion of the time and must be able to work with exceptional children in the resource rooms or in separate special classes. The teacher of exceptional children must be able to work with pre-school age children and high school age children as well as in the elementary school. The demands for these additional competencies require new dimensions in the teacher preparation programs.

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*Preparation for teachers of the severely impaired or disturbed children are to be included under the programs for multiple handicapped.

9. While the instructional program for children with speech and communication disorders takes place in the regular classroom setting the special instruction for speech and communication is usually provided by a special teacher working with the children individually or in small groups outside the regular classroom setting. Consequently, the preparation for teachers for speech and communication disorders may concentrate on this function inasmuch as this teacher is not called upon to serve also as a regular classroom teacher.

The Council on Teacher Education and Certification is still at work on two additional questions: (1) How may a person who is already certified as an elementary or secondary classroom teacher prepare as a teacher of exceptional children, and (2) What should be the planned fifth year program recommendation for teachers of exceptional children?

For comparison with the old program guidelines please refer to Appendix IV.

## B. GENERAL RATIONALE FOR PREPARATION PROGRAMS FOR TEACHERS OF EXCEPTIONAL CHILDREN

Special education teacher training and certification requirements should reflect effective models for providing appropriate educational service to the exceptional children in the schools of Kentucky. The term "exceptional children" here refers to those children who have social and learning handicaps, physical and neurological handicaps or who are intellectually gifted. The exceptional child is, therefore, that individual who must have specialized educational provisions provided him if he is to reach his full potential as a human being. A minimum estimate of the incidence of exceptionality in the typical school system would be roughly ten percent. This figure might vary from one area to another, but it does represent a working estimate for needs assessment. Therefore, the goal of special education is to provide appropriate services to these children.

The basic approach to educating the exceptional child is one of graduated service delivery models which minimize isolation and stigmatization. Fundamental to this concept is avoidance of labeling by etiological designation and emphasis on provision of individualized services to the child within the regular classroom. If services in the regular classroom prove inadequate, then availability of alternative intensive or specialized approaches to the problem of service delivery in other settings or systems is necessary.

Separate preparation-certification programs have been developed for each of the following classifications:

1. Learning and behavior disorders
2. Trainable mentally handicapped
3. Visually impaired
4. Hearing impaired
5. Speech and communication disorders
6. Multiple handicapped
7. Teacher consultant for special education
8. Director of special education

Effective implementation of training and service models requires involvement of personnel in both special and general education at administrative and instructional levels.

## C. LEVELS OF FUNCTION(S)

The primary function is to cooperate with the classroom teacher in helping her diagnose and plan appropriate educational experiences for children who are experiencing learning problems. A key function would be to provide those services to the child in order that, whenever possible, he can be kept within the regular educational program.

The secondary function would be to serve as a resource room teacher for children who could benefit from short-term removal from the regular classroom. This might be an hour or more a day until the specific problem can be analyzed and a definitive plan devised. This would seem particularly appropriate for children who are experiencing problems of social and emotional adjustment. It should be emphasized that the resource room function does not serve as a setting for segregated, long-term placement of children.

The third function would be to serve as a special class teacher in a segregated setting for a limited number of children. It is recognized that there will be some children, who, for a variety of reasons cannot cope with the regular class environment and must have small class placement with intensive individual teaching. Some would serve as teachers of these children for an extended period of time and would be responsible for helping develop a coordinated curriculum for them.

## I. PROGRAM CHARACTERISTICS: MULTIPLE HANDICAPPED

A unifying characteristic of children with multiple handicaps is that they manifest severe response deficits and physical disabilities. Typically, these deficits are in areas that impair learning, such as attention, imitation, language, and psychomotor development. Regardless of the child's diagnostic label, the educational problem is to teach skills prerequisite to more normalized instruction. This is accomplished by providing instructional programs to remediate response deficits and prosthetic devices to alleviate problems derived from physical disabilities.

Preparation of teachers for multiple handicapped pupils shall be an endorsement program in addition to preparation for teaching pupils with learning and behavior disorders or trainable mentally handicapped pupils.

# APPENDIX IV

The regulations contained in this Appendix IV are to be applied to students already committed to these programs prior to the 1976-77 school year—in other words, to students who have already begun one of the approved programs in special education. No distinction is made as to whether the student is a freshman, sophomore, junior, senior, or graduate.

One exception is the program for supervisor of special education for which no terminal date has been set. A terminal date will be declared but perhaps not before 1977-78.

## A. SPECIAL EDUCATION
## 704 KAR 20:205

Section 1.

Special education certification for teachers of exceptional children shall be identified by the designation "Special Education" followed by the designation of the particular category of exceptionality for which the program of preparation is designed. The separate special education categories of exceptionality for teacher certification purposes are designated as follows:

(1) Special Education—Educable Mentally Retarded
(2) Special Education—Training Mentally Retarded
(3) Special Education—Orthopedically Handicapped
(4) Special Education—Partially Seeing
(5) Special Education—Blind.
(6) Special Education—Hard of Hearing
(7) Special Education—Deaf
(8) Special Education—Neurologically Impaired
(9) Special Education—Emotionally Disturbed
(10) Special Education—Speech and Hearing

Section 2.

(1) The basic pattern of preparation for special education teachers of exceptional children shall be preparation for one of the designated special education categories of exceptionality listed in Section 1 and also preparation for regular classroom teaching at either the elementary, junior high, or high school level.

(2) As an alternate pattern for the category of Special Education—Speech and Hearing the preparation program may be made up

of a four (4) year program with a bachelor's degree which includes the General Education Component and the Component for Special Education—Speech and Hearing; however, the validity of a certificate based upon this alternate program shall be limited to teaching only in the special education assignment corresponding to the preparation and not for regular classroom teaching.

Section 3.

Certification as a teacher of exceptional children shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed an approved program of preparation for either the Provisional Elementary Certificate, the Junior High School Certificate, or the Provisional High School Certificate, and who has also completed the corresponding approved program of preparation for a designated category of special education at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

Section 4.

The Standard Certificate for Special Education shall be issued initially for a duration period of ten (10) years and shall be extended for life upon three (3) years of successful teaching experience on a regular teaching certificate completed prior to the expiration of the certificate. If the requirements for life extension have not been completed by the end of the ten (10) year period, the certificate may be renewed at the end of each ten (10) year period upon completion of two (2) years of successful teaching experience or upon six (6) semester hours graduate credit for each of the years required experience.

Section 5.

Provisional Certification for Special Education shall be issued as an endorsement to the base classroom teaching certificate for a duration period coinciding with that of the base certificate.

Section 6.

(1) Effective with the preparation programs completed after September 1, 1975, certification for teaching special education shall be valid for teaching in the grades and subjects covered by the regular classroom teacher preparation program used as the base, and for teaching the designated special education category

in the same grades as the base program, that is: elementary, grades one (1) through eight (8); junior high school, grades five (5) through nine (9); and high school, grades seven (7) through twelve (12).

(2) Effective for preparation programs completed prior to September 1, 1975, certification for teaching special education shall be valid for teaching in the grades and subjects covered by the regular classroom teacher preparation program used as the base, and for teaching the designated special education category in grades one (1) through twelve (12).

(3) As an exception, certification for the category of Special Education—Speech and Hearing shall be valid for grades K through twelve (12) for the special education assignment.

Section 7.

(1) A certificate endorsement for teaching a specific category of special education for one (1) year shall be issued to an applicant who holds a regular classroom teaching certificate and who has completed at least six (6) semester hours credit from the approved preparation program for the corresponding special education category.

(2) The endorsement shall be valid for teaching the specific special education category in the same grades covered by the certificate used as the base for the endorsement.

(3) Subsequent one (1) year endorsements shall be issued to the applicant upon completion each year of an additional six (6) semester hours credit selected from the approved preparation program for the specific special education category.

(4) As a prerequisite for issuing a one (1) year endorsement for the category Special Education—Speech and Hearing the application shall be accompanied by a statement from the local board of education and the superintendent of the local school district declaring that an emergency exists as described in the regulations governing emergency teacher certification.

Section 8.

Persons enrolled prior to the 1977-78 school term for any of the special education preparation programs described in this regulation must complete the entire program by September 1, 1981, in order to qualify for certification. Persons intending to prepare for any professional position relating to the teaching of exceptional children and beginning the program of preparation during the 1977-78 school term or thereafter shall follow the appropriate program of preparation as described in the regulations under the following titles: Provisional Certificate for Teachers of Exceptional Children —Learning and Behavior Disorders, Provisional Certificate for Teachers of Exceptional Children—Trainable Mentally Handicapped, Provisional Certificate for Teachers of Exceptional Children—Speech and Communication Disorders, Provisional Certificate for Teachers of Exceptional Children—Hearing Impaired, Endorsement for Teaching Visually Impaired Pupils, and Endorsement for Teaching Multiple Handicapped Pupils. Sections one (1) through eight (8) of this regulation shall expire on September 1, 1981.

## Curriculum Standards
## TEC 55.0

Section 1.

(1) When the Provisional Elementary Certificate is used as the base, the program of preparation shall meet the minimum curriculum standards for the designated special education category of exceptionality as outlined in the following sections.

(2) When either the Provisional Junior High School Certificate or the Provisional High School Certificate is used as the base, the program of preparation shall consist of a teaching major of 30 semester hours credit or a teaching minor of 21 semester hours credit which shall include the minimum curriculum standards for the designated special education category of exceptionality as prescribed for the elementary school level.

(3) The teacher education institutions are authorized to include in the preparation programs provisions for appropriate professional laboratory experiences in lieu of the supervised student teaching for those persons who have completed at least one full year of teaching experience in the corresponding special education category of exceptionality.

(4) Teacher education institutions are authorized to select course work from the special education component as reasonable substitutes for comparable course work in the professional preparation component for the Provisional Elementary Certificate.

Section 2. Educable Mentally Retarded

(1) The program of preparation for Special Education—The Educable Mentally Retarded shall consist of a minimum of 12 semester hours credit to include:

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(a) Survey course in education for exceptional children

(b) Nature and needs of mentally retarded children, including the interpretation of psychological tests

(c) Educational procedures for the educable mentally retarded children, including methods, curriculum, and materials as well as language development

(d) Supervised student teaching with educable mentally retarded children—3 semester hours credit

(2) The additional courses for a major or minor for the junior high or high school level shall be selected from preparation such as the following:

(a) The teaching of reading (required)

(b) Arts and crafts for the mentally retarded

(c) Abnormal psychology

(d) Mental deficiency

(e) Speech and language development

(f) Guidance and testing

Section 3. Trainable Mentally Retarded

(1) The program of preparation for Special Education—The Trainable Mentally Retarded shall consist of a minimum of 12 semester hours credit to include:

(a) Survey course in education for exceptional children

(b) Nature and needs of mentally retarded children, including the interpretation of psychological tests.

(c) Educational procedures for the trainable mentally retarded children, including methods, curriculum and materials as well as language development

(d) Supervised student teaching with trainable mentally retarded children—3 semester hours credit.

(2) The additional courses for a major or minor for the junior high or high school level shall be selected from preparation such as the following:

(a) The teaching of reading (required)

(b) Arts and crafts for the mentally retarded

(c) Abnormal psychology

(d) Mental deficiency

(e) Speech and language development

(f) Guidance and testing

Section 4. Orthopedically Handicapped

(1) The program of preparation for Special Education—The Orthopedically Handicapped shall consist of a minimum of 12 semester hours credit to include:

(a) Survey course in education of exceptional children

(b) Medical aspects of crippling and special health conditions, including educational implications

(c) Educational practices for the crippled and those with special health problems, including methods, curriculum, and materials as well as language development

(d) Supervised student teaching with special classes for the crippled and those with special health problems—3 semester hours credit

(2) The additional courses for a major or minor for the junior high or high school level shall be selected from preparation such as the following:

(a) Guidance and testing

(b) Speech and language development

(c) Abnormal psychology

(d) Nature and needs of physically handicapped children

(e) Diagnostic and remedial reading

(f) Education of the mentally retarded

Section 5. Partially Seeing

(1) The program of preparation for Special Education—The Partially Seeing shall consist of a minimum of 12 semester hours credit to include:

(a) Survey course in education for exceptional children

(b) Educational procedures for children who are partially seeing, including methods, curriculum and materials

(c) Nature and needs of children who are partially seeing

(d) Anatomy, physiology and hygiene of the eye, including educational implications

(e) Supervised student teaching with children who are partially seeing—3 semester hours credit

(2) The additional courses for a major or minor for the junior high or high school level shall be selected from preparation such as the following:

(a) Typewriting

(b) Remedial reading

(c) Guidance and Testing

(d) Abnormal psychology

(e) Speech and language development

Section 6. Blind

(1) The program of preparation for Special Education—The Blind shall consist of a minimum of 15 semester hours credit to include:

(a) Survey of exceptional children

(b) Nature and needs of children who are blind

(c) Educational procedures for the blind

(d) Braille

(e) Anatomy and physiology and hygiene of the eye, including educational implications

(f) Supervised student teaching with children who are blind—3 semester hours credit

(2) The additional courses for a major or minor for the junior high or high school level shall be selected from preparation such as the following:

(a) Typewriting

(b) Remedial reading

(c) Guidance and testing

(d) Abnormal psychology

(e) Speech and language development

Section 7. Hard of Hearing

(1) The program of preparation for Special Education—The Hard of Hearing shall consist of a minimum of 15 semester hours credit to include:

(a) Survey of exceptional children

(b) Educational procedures for the hard of hearing, including methods, curriculum and materials (not language development)

(c) Auditory training and speech reading

(d) Speech and language development

(e) Supervised student teaching with children who are hard of hearing—3 semester hours credit

(2) The additional courses for a major or minor for the junior high or high school level shall be selected from preparation such as the following:

(a) Anatomy and physiology of the ear (hearing, testing, and interpretation of results)

(b) Psychology of the hard of hearing

(c) Speech correction (nine semester hours credit recommended)

(d) Phonetics

Section 8. Deaf

(1) The program of preparation for Special Education—The Deaf shall consist of a minimum of 15 semester hours credit to include:

(a) Survey of exceptional children

(b) Educational procedures, including methods, curriculum and materials for teaching the deaf

(c) Methods for teaching language to the deaf

(d) Methods for teaching speech to the deaf

(e) Speech reading and auditory training

(f) Supervised student teaching with children who are deaf—3 semester hours credit

(2) The additional courses for a major or minor for the junior high or high school level shall be selected from preparation such as the following:

(a) Anatomy and physiology of the ear

(b) Speech correction

(c) Hearing, testing, and interpretation of results

(d) Psychology of the deaf

Section 9. Neurologically Impaired

(1) The program of preparation for Special Education—The Neur-

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ologically Impaired shall consist of 14 semester hours credit to include:

(a) Survey of education of exceptional children

(b) Nature and needs of children with neurological impairment

(c) Learning disorders

(d) Human learning processes

(e) Supervised student teaching with children who are neurologically impaired—3 semester hours credit

(2) The additional courses for a major or minor for the junior high or high school level shall be selected from preparation appropriate for teaching neurologically impaired pupils at the high school level.

Section 10. Emotionally Disturbed

(1) The program of preparation for Special Education—The Emotionally Disturbed shall consist of a minimum of 12 semester hours credit to include:

(a) Abnormal psychological development

(b) Human learning processes

(c) Nature and needs of emotionally disturbed children

(d) Methods of teaching children with emotional disorders

(e) Supervised student teaching with children who are emotionally disturbed—3 semester hours credit

(2) The additional courses for a major or minor for the junior high or high school level shall be selected from preparation appropriate for teaching emotionally disturbed pupils at the high school level.

Section 11. Speech and Hearing

(1) The program of preparation for Special Education—Speech and Hearing shall consist of a minimum of 30 semester hours credit to include:

(a) Mental hygiene

(b) Child psychology

(c) Elective in psychology

(d) Survey of exceptional children

(e) Study of phonetics; language development, biological, psychological and social foundations of speech and hearing disorder including anatomy, physiology, and function of auditory and speech mechanism

(f) Study of pathologies in oral communication and procedures in management of children and youth with speech and hearing disorder including diagnosis and evaluation, therapeutic methods and materials

(g) Audiometry and hearing rehabilitation (hearing tests, interpretation, and therapy)

(h) Supervised student teaching, 3 semester hours credit, which shall include experience in both speech and hearing and part of the minimum of 200 clock hours in such experience shall be in a public school situation with children who have speech and hearing difficulties

Section 12.

The standards described in sections one through eleven above may apply to a person who is enrolled prior to the 1977-78 school term provided that the program is completed prior to September 1, 1981. Sections one through twelve inclusive shall expire on September 1, 1981.

## Curriculum Standards
## Standard Special Education Certificate
## TEC 56.0

Section 1.

The program of preparation for the Standard Special Education Certificate shall consist of a prerequisite of the minimum qualifications for provisional certification for special education and in addition thereto the completion of the master's degree in a standard graduate school and the following curriculum standards.

(1) The curriculum shall include a minimum of 30 semester hours of graduate credit or a minimum of 24 semester hours graduate credit plus a thesis. At least 15 semester hours of the graduate credit shall be in courses open only to graduate students.

(2) A minimum of 9 semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:

(a) A general study of curriculum development

(b) Research methodolgy

(c) Advanced study in human growth and development

(d) The psychology of learning

(e) A seminar in instruction devoted to methods of teaching

(f) Foundations in education—sociological, psychological, philosophical, historical.

(3) A minimum of 12 semester hours in graduate credit shall be selected to strengthen the specialization in special education and/or to further develop the general education background.

(4) The remaining 3 to 9 semester hours of graduate credit may be selected from other courses designed to strengthen the preparation of the teacher and based on the individual needs of the teacher.

## B. SUPERVISOR OF SPECIAL EDUCATION
## 704 KAR 20:200

Section 1.

The endorsement for Special Education Supervisor shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who qualifies for certification as a teacher of special education and has completed at least two (2) years of successful experience as a teacher of special education, and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky State Plan for the Approval of Preparation Programs for the Certification of Professional School Personnel.

## Curriculum Standards
## TEC 57.0

Section 1.

The program of preparation for Special Education Supervisor shall consist of a master's degree including a 15 semester hour graduate component in special education distributed among the following:

(1) Organization, Supervision, and Administration of Special Education Programs

(2) Speech and Hearing

(3) Other special education categories